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AUTHOR Kessinger, Peter R.
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ABSTRACT

This academic development plan outlines the priorities of Honolulu Community College (HCC) for the years 1987 to 1995. After providing a history and description of the campus, the report explains the planning process, which involved campus-wide participation by representatives of faculty, staff, and advisory committees. The report then discusses HCC's mission and broad goals; the external and internal factors and assumptions that provided the context for planning; and the results of HCC's accreditation study and Title III External Evaluation Report. Next, HCC's six priorities for 1987-1995 are identified. These priorities are to: (1) develop flexible and innovative learning opportunities; (2) develop HCC's potential capacity and its reputation as the primary comprehensive technical training center in Hawaii and the Asian-Pacific basin; (3) increase enrollment; (4) enhance student retention and service to new student populations; (5) create opportunities for faculty and staff to keep pace with state-of-the-art developments; and (6) utilize new technologies and integrate technological advances into the curriculum. The remainder of the report addresses staffing issues and plans; projected program activity levels and resource requirements; and physical facilities. (AJL)

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ACADEMIC DEVELOPMENT PLAN
1987 - 1995

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Peter R. Kessinger, Provost
Honolulu Community College
University of Hawaii

March 1988

JC 880 449

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EXECUTIVE SUMMARY

Academic Development Plan

Honolulu Community College
1987 - 1995

Executive Summary

Theme: Technical Transformation for the 1990's

Honolulu Community College is faced with the challenge of an increasingly diverse student population, the need to develop flexible and innovative learning opportunities in response to this changing population, and the availability of and need to make use of new electronic technologies for all of its programs.

The College is earnestly designing strategies to improve enrollment, enhance student retention, and service the needs of new client groups. It is developing capacity to serve as the primary center in Hawaii for comprehensive technical training and as a major source of technical program expertise for developing nations of the Asian-Pacific Region. It is urgently involved in staff development by creating opportunities for faculty and support groups to gain exposure to state-of-the-art learning tools and to integrate technological advances into the curriculum.

History

Established as the Territorial Trade School in Palama in 1920 and renamed Honolulu Technical School in 1955, the institution was incorporated into the University of Hawaii under the Community College Act of 1964 as Honolulu Community College and authorized by the Board of Regents to award Associate of Arts and Associate of Science Degrees. Since 1970, it has been fully accredited by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges.

Student enrollments increased from 702 in the Fall of 1965 to a maximum of 5,679 in the Spring of 1983. Programs and services were developed, modified and diversified to meet the changing needs of the growing student population. Following declines during 1984-86, the College is again experiencing gradual gains in enrollment and, in Fall, 1987, served 4,523 credit students. Significant characteristics of this population are displayed in Figure 1 on the following page.

As a consequence of the Apprenticeship Act of 1967, the College continues to provide related training for a majority of the apprenticable occupations on the island of Oahu. Enrollments in this program are strongly influenced by construction activities statewide and range from a high of 4,300 in the mid-1970's to current levels. In Fall, 1987 there were 1,549 students in this non-credit program.

Planning Process

This Academic Plan is the result of collective and collaborative efforts. While by design a campus level activity, it complements institutional planning done on a wider scale and contributes to the articulated goals of the University as a whole.

Its development required campus-wide participation and involved representatives of various groups of faculty, staff, and community-based advisory committees. The effort was coordinated by the various unit administrative heads, assistant deans, division chairs, and academic support directors working with individual members of departments, programs, and divisions to develop specific courses of action that will achieve the objectives related to the College's mission and its long range goals.

Mission and Goals

The mission of Honolulu Community College, as a comprehensive community college, is to provide pertinent and diverse educational programs to meet the varying career development, cultural, and intellectual needs of the communities it serves.

More specifically, the College perceives as its special mission the task of developing and training the future technical workforce of the State.

To accomplish its Mission, the College will:

-- Provide access to postsecondary education through open admissions policies.

-- Take the lead in presenting to the community the most recent developments in high technology.

-- Serve as the catalyst for interfacing the progressive technologies of the future with the social understanding necessary for students to be responsible members of a participatory democracy.

-- Continue to refine its lower division baccalaureate program to maintain maximum transferability and relevancy to bachelor degree programs.

-- Continue to respond to the diverse needs of special groups of students.

The College has defined its directions for the future in terms of broad goals which overlap traditional organizational units and are not easily separated into organizational categories.

Goal 1. To create an atmosphere of inquiry and openness which encourages students to achieve beyond their own expectations in academic and technical/occupational endeavors, in personal enrichment, and in social responsibility within a participatory democracy.

Goal 2. To develop and provide students alternatives which support both the concepts of the open-door and of achievement beyond expectations.

Goal 3. To design programs which provide alternatives for continued education and training and expand the alternatives for employment.

Goal 4. To integrate training and education so that student reentry is encouraged and education becomes a continuing enterprise.

Goal 5. To strengthen work relationships within College units.

Goal 6. To assume leadership in teaching and demonstrating state-of-the-art techniques for industries and enterprises related to the College's program and services.

Goal 7. To provide information and assistance to existing and emerging industries and enterprises which will enhance their profitability by applying new technologies and state-of-the-art techniques.

Goal 8. To provide skilled workers and technicians for industries and enterprises within the State and Pacific Region which require such personnel.

Goal 9. To develop a vital and challenging staff development program.

Goal 10. To develop management support systems which enable personnel to respond to changing College needs on the basis of current and accurate financial, student, program, and community information.

Goal 11. To maximize utilization of College facilities.

Goal 12. To develop systems, programs, and services which influence student college choice and positively enhance student persistence toward personal and educational objectives.

Each of these broad goals is complemented by specific objectives to which activities detailed in the Plan are directed.

Planning Context

External factors:

-- The continuing demand for the technical and occupational programs for which the College has developed facilities, staffing, and relationships with industry.

-- The requirement to provide quality lower-division Baccalaureate programs to give students the opportunity to pursue their educational objectives at UH-Manoa or other colleges which offer programs beyond the community college level.

-- Its unique mission to serve the Kalihi-Palama area, a hub for new immigrants seeking to acculturate and assimilate into American life.

-- The significant challenge of creating a supportive environment to serve the special needs of non-traditional students, adult learners, handicapped persons, displaced homemakers, veterans, part-time students, and others seeking retraining and advancement.

-- Rapid and profound technological developments in industry, compounded by the growth of applications relating to automation which present new demands to education.

-- Stringent procedures mandated by state or federal laws to protect and preserve our environment.

-- A persistent community image as a limited technology, manual skills vocational training school.

Internal factors:

-- The need for a coordinated, comprehensive program for assessment of entering students, and designed strategies to encourage student progress and retention.

-- Growth in the student population of adult learners who are first generation college students and have limited time and financial resources to allocate toward higher education.

Planning Assumptions:

-- That the economy of the State will continue to grow at a relatively reduced rate and, therefore, the College will receive from State General Funds an annual increment at a rate which will allow for inflation and minimal expansion.

-- That the Federal Government will continue to fund the State Vocational Education Plan at a similar rate of increment annually over the next several years.

-- That the College will utilize the above resources as a base, maximizing existing resources in the various programs and further developing the capacity to explore various possibilities of generating funding for programs that urgently need additional resources.

-- That the projected enrollment targets for the period between 1987 and 1994 will be exceeded.

-- That the student population profile will gradually and steadily shift, with the traditional daytime enrollees declining in number and the nontraditional afternoon, evening, and weekend enrollees increasing in number over the given period.

-- That this population of students will be older than the traditional entrants who enroll directly upon completion of high school.

-- That, as a consequence, there will be a continuous demand for remedial and developmental instruction and special English language instruction as well as various ancillary services to meet the needs of student client groups.

-- That, as a further consequence, there will be a need for staff and program development activities which take into consideration these changes in student characteristics.

-- That the employment projections as delineated by the Multiyear State Vocational Education Plan for Hawaii will be met.

-- That the average age of those currently employed is approaching the retirement age.

-- That there will be an increasing demand for training in the College's areas of expertise.

-- That repaid developments in high technology require adjustments in the curriculum and necessary staff development activities.

-- That the College has the capacity to act as a catalyst and presenter of state-of-the-art techniques to businesses and industries.

Assessment

Following the most recent accreditation visit in November, 1984, the College's special mission was acknowledged as appropriate to the time of its definition; it was found to be guided by clearly stated long range goals which were widely published and communicated; its off campus credit and non-credit programs were judged to be strong,

extensive, and well-planned; its faculty and staff were favorably evaluated; its comprehensive student and academic support services were found to complement the academic programs; and its existing facilities were found to be generally excellent while those planned were considered critical to the implementation of its long-range goals.

Deficiencies cited related to the need for re-examination of mission in light of developing plans at the University and State level; improvement of communication in many areas; unmet educational needs of non-traditional students; articulation problems; updating of equipment, facilities, and curricula in many programs; urgent needs for faculty and staff development in light of changing technologies; shortages of personnel in some areas; insufficient space with which to cope with expanding service requirements; an inadequate institutional research capability; lack of definition in Community Services programming; and inadequate or outdated facilities for certain of its instructional programs.

The College has addressed many of the issues presented in this report, identifying through the program review process specific changes to be implemented.

College Priorities 1987-1995

The College identified six priority areas around which to focus its development efforts during the planning period.

1. Develop flexible and innovative learning opportunities.

2. Develop the College's potential capacity and reputation as the primary comprehensive technical training center in the State and Asian-Pacific Basin.

3. Design strategies to improve enrollment.

4. Develop strategies to enhance student retention and service to new student populations.

5. Create opportunities for faculty and staff to keep pace with state-of-the-art developments.

6. Utilize new technologies and integrate technological advances into the curriculum.

During the planning period, the College anticipates that Board of Regents approval will be requested, at the appropriate time, for:

-- A new program Ship Repair, targeted for implementation as early as 1988-89.

-- An Aeronautics Program, to serve as an umbrella under which will be placed the existing Aviation Maintenance Technology Program (retitled to Aeronautics Maintenance Technology) and other programs, to be approved separately, such as Aircraft Servicing, Flight Services, Airport Services, Air Traffic Control. These potential programs are currently being discussed with airline and airport personnel.

-- A Small Business Management Program.

ACADEMIC DEVELOPMENT PLAN

Approved in principle, May 20, 1988

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I. HISTORY AND DESCRIPTION OF THE CAMPUS

I. HISTORY AND DESCRIPTION OF THE CAMPUS

Honolulu Community College, as a part of the University of Hawaii system, is one of six community colleges in the State and one of four on the Island of Oahu.

Honolulu Community College traces its origin to the establishment in 1920 of the Territorial Trade School in Palama. In 1955, the institution was renamed Honolulu Technical School and, under the Community College Act of 1964, was incorporated into the University of Hawaii system as Honolulu Community College. In 1966, the College was authorized by the Board of Regents to award Associate in Arts and Associate in Science degrees, mandating the institution to become a comprehensive community college. Since 1970, it has been continuously and fully accredited by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges.

The College has experienced rapid growth in student enrollment. Regular student enrollment increased from 702 in the Fall of 1965 to a maximum of 5,697 in the Spring of 1983. Following declines during 1984-86, the College is again experiencing constant gains in enrollment. Correspondingly, programs, curriculum, and services have been developed, modified, and diversified to meet the changing needs of the growing student population.

Honolulu Community College is the primary Technical Training Center in the State of Hawaii, offering a wide array of technical-occupational programs, and is the sole public source for thirteen technical-occupational programs in the State and twenty-two on the Island of Oahu. As a consequence of its long history as a technical-occupational institution, the College has established firm relationships with labor-management groups concerned with the training of apprentices and journeyworkers for the majority of the State and Federal trades on the Island.

Recognizing the importance of a strong general education "core" in developing the total self-actualizing person, the College integrates basic academic and general courses with technical-occupational programs. The College provides a comprehensive liberal arts program which leads to an Associate in Arts degree designed for full transfer to junior class standing at four-year institutions in the State.

Learning assistance, remedial/developmental, and student services programs have enabled students to adapt and use the many resources and alternative learning modes provided. A solid community service program has also been established to respond to the needs of nontraditional and lifelong learners and adults in the community. As a consequence, the College has evolved into a fully comprehensive community college.

The main campus of Honolulu Community College is located in the heart of urban Honolulu and occupies over twenty acres on

Dillingham Boulevard in the Kalihi-Palama area. The College also maintains an airport campus near Honolulu International Airport (for the Aviation Maintenance Program) and a neighborhood outreach campus, the Education Center, located in the historic Palama Fire Station North King Street. A south campus housing the Automotive Mechanics Technology and the Heavy Equipment Maintenance and Repair programs is located on Kokea Street on a seven-acre site across from the main campus on Dillingham Boulevard.

The main campus has been almost totally rebuilt since 1970. Shops and laboratories, equipped with appropriate tools and supplies, are maintained for instructional programs in over thirty technical-occupational areas. Modern classrooms and laboratories have been constructed for liberal arts courses. The Campus Center Building offers a modern central setting for student life and development activities, as well as specialized instructional facilities for a number of programs and courses. Current planning suggests that the airport campus be relocated and expanded to a full-service Aviation Training Center serving air carrier needs for Hawaii and the Pacific region.

Most recently, the College established the Fujio Matsuda Technology Training and Education Center. This Center serves as the technological bridge connecting Honolulu Community College with appropriate businesses and industries in Hawaii and it will allow the College to advance education and training related to applications of emerging technology.

TABLE 1

STUDENT CHARACTERISTICS

FALL 1987

Total	4,523	100.0%
Gen. & Pre-Prof.		
Liberal Arts	1,444	31.9%
Industrial Ed.	(1,410)	
	(34)	
Vocational	2,823	62.4%
Business	(155)	
Food Service	(50)	
Public Service	(581)	
Technology	(2,037)	
Unclassified	256	5.7%
Male	2,697	59.6%
Female	1,826	40.4%
Mean Age	25.5	
Median Age	22.7	
Full-Time	1,953	43.2%
Part-Time	2,570	56.8%
Associate in Arts	1,444	31.9%
Associate in Science	2,692	59.5%
Certificate of Achievement	54	1.2%
Certificate of Completion	77	1.7%
Freshmen	3,010	66.5%
Sophomores	1,257	27.8%
Continuing	2,559	56.6%
Returning	243	5.4%
First-Time	1,052	23.3%
Transfer	669	14.8%

II. DESCRIPTION OF THE COLLEGE PLANNING PROCESS

II. DESCRIPTION OF THE COLLEGE PLANNING PROCESS

The planning process for the development of this Academic Development Plan was a natural outgrowth of an ongoing, college-wide reorganization. Since August of 1986, major changes in structure have occurred in instruction, academic support, student services, and community services.

In October of 1986, an integrated planning process was initiated involving a six-year cycle and process of assessment which leads to increased intra-organizational communication and the articulation of activities that are consistent with the University's Strategic Plan and the Chancellor's New Directions for the 80's.

The integrated planning process mandates the periodic review of all programs and results in a projected and planned biennium budget request over the period of a six-year cycle. The resulting academic development plan is then measured in terms of both college effectiveness measures and the criteria established by the Western Association of Schools and Colleges.

The planning process described above required campus-wide participation and involved representatives of various groups of faculty, staff, and community based advisory committees. This effort was coordinated by the various unit administrative heads, assistant deans, division chairs, and academic support directors. These academic leaders worked with individual members of departments, programs, and divisions to develop specific courses

of action that will achieve the stated objectives and priorities inherent in and related to the College mission and its long range goals.

This educational development plan is the result of collective and collaborative efforts. While the planning process was by design a campus level directed activity, it was at the same time complementary to institutional planning done on a wider scale. This congruence illustrates the manner by which Honolulu Community College participates in and contributes to the integrated planning process and to the articulated of goals envisioned for the larger structure of which it is an integral part.

The concepts of integrated planning were further advanced during May of 1987 when the first division chair workshop provided broad-based participation in the development of a college wide budget.

Specific efforts over the past year include completion of over 20 program reviews; reconstitution of active program advisory committees; re-institution of open-college forums; discussion and consensus on the College's mission, goals, and theme; and development of an initial planning document during Summer 1987, which culminated in the thematic approach for the 1990's.

III. MISSION AND GOALS OF THE CAMPUS

III. MISSION AND GOALS OF THE CAMPUS

A. The mission of Honolulu Community College is consistent with the mission of the community colleges as established by (1) the Hawaii Community College Act of 1964, and (2) the Apprenticeship Act of 1967 which mandates community colleges in Hawaii to provide for apprenticeship training. It reaffirms the mission of the University of Hawaii system. The College's mission is also consistent with and directly supports the State Higher Education Plan and the State Vocational Education Master Plan. The College is chartered with the duty of developing "the State's greatest asset, its people."

Honolulu Community College subscribes to an open-admissions policy which provides easy access to postsecondary education, but which, at the same time, generates a diversity of needs within the institution. Its mission as a comprehensive community college is to provide pertinent and diverse educational programs to meet the varying "career development, cultural, and intellectual needs of the communities it serves" (A Strategy for Academic Quality 1985-1995, University of Hawaii, July 1984).

More specifically, the College perceives as its special mission the task of developing and training the future technical workforce of the island of Oahu (for selected programs, the entire State), providing students with state-of-the-art knowledge and skills necessary in various technical-occupational areas, and thereby creating an educated, contributing and employable citizenry. The college will take the lead in presenting to the community, and specifically to appropriate businesses and industries, the most recent developments in high technology. It will assist in retraining those who are already employed and/or those who aspire for upward mobility.

The College will serve as the catalyst for interfacing the progressive technologies of the future with the social understanding necessary for students to be responsible members of a participatory democracy. The College will continue to refine its liberal arts transfer curriculum to maintain maximum transferability and relevancy to bachelor degree programs.

The College will continue to respond to the diverse needs of special groups of students, such as the handicapped, limited English speakers, single parents, military

personnel, and veterans, providing them with the resources and training to adapt, assimilate, and realize their full potential. In relation to this, the College will more clearly identify its target and client groups and tailor its offerings and modes of delivery to meet their needs.

THEME: TECHNICAL TRANSFORMATION FOR THE 1990'S

Faced with the challenge of an increasingly diverse student population, the need to develop flexible and innovative learning opportunities in response to this changing population, and the availability of and need to make use of new electronic technologies, Honolulu Community College is in the process of substantially improving the quality of its academic programs. The College is earnestly designing strategies to improve enrollment, enhance student retention, and service the needs of new client groups. In addition, it is in the process of developing the capacity to serve as the primary center in Hawaii for comprehensive technical training and as well as a major source of technical program expertise for developing nations of the Asian-Pacific Basin. The College is also urgently involved, within the limits of its resources as a State-funded institution, in staff development by creating opportunities for faculty and support groups to gain exposure to state-of-the-art learning tools and to integrate technological advances into the College curriculum.

B. The College has defined its directions for the future in terms of broad goals which overlap traditional organizational units and are not easily separated into organizational categories. They are:

Goal 1: To create an atmosphere of inquiry and openness which encourages students to achieve beyond their own expectations in academic and technical/vocational endeavors, in personal enrichment, and in social responsibility within a participatory democracy.

Objective A: Modify the curriculum to better prepare students for changing societal needs by incorporating alternative delivery systems and teaching methods.

Objective B: Focus on the process of problem-solving and the evaluation of alternatives.

Objective C: Encourage cross-cultural understanding through the development of an international perspective in students.

Objective D: Assess student needs and strengthen instructional and support services which will provide students with an opportunity to achieve beyond their own expectations.

Goal 2: To develop and provide students alternatives which support both the concepts of the open-door and of achievement beyond expectations.

Objective A: Provide maximum ease of entry for prospective students.

Objective B: Strengthen and expand programs which increase retention.

Goal 3: To design programs which provide alternatives for continued education and training and expand the alternatives for employment.

Objective A: Expand credit and noncredit education and increase training programs directed at persons who are presently employed.

Goal 4: To integrate training and education so that student reentry is encouraged and education becomes a continuing enterprise.

Objective A: Review and amend curricula to provide continuing options in the training and education process from certificate and/or associate degree to continuing education.

Objective B: Develop an option of open-entry and open-exit for certain programs.

Goal 5: To strengthen work relationships within College units.

Objective A: Identify specific means of improving communication and emphasize need for shared planning and project design.

Goal 6: To assume leadership in teaching and demonstrating state-of-the-art techniques for industries and enterprises related to Honolulu Community College programs and services.

Objective A: Equipment for all programs will be acquired which reflects current technology.

Objective B: Curriculum will be upgraded to model current industry practice or, when possible, to anticipate future practice.

Goal 7: To provide information and assistance to existing and emerging industries and enterprises which will enhance their profitability by applying new technologies and state-of-the-art techniques.

Objective A: Serve as a resource to companies and community groups who seek assistance in specialized fields with the result of improved efficiency and/or profitability for those organizations.

Objective B: Develop a systematic public relations program.

Goal 8: To provide skilled workers and technicians for industries and enterprises within the State and Pacific region which require such personnel.

Objective A: Increase community confidence in and preference for College program completers and graduates.

Objective B: Insure that students demonstrate competency at every level of skill training.

Objective C: Initiate, expand, reduce, or delete programs in response to the identified need for skilled workers, technicians, technologists for industries and enterprises in Hawaii and the Pacific Basin.

Objective D: Strengthen instructional and support services which will assist students to develop the ethics and attitudes appropriate to the range of employment opportunities for which their skill training prepares them, including entry level positions, advancement, related fields, and entrepreneurship.

Goal 9: To develop a vital and challenging staff development program.

Objective A: Increase opportunities for faculty to gain exposure to state-of-the-art technologies and methods of integrating those technological advances into their respective curricula.

Objective B: Redesign curricula of the major technical programs of the College to require a common core of courses based upon overlapping technologies.

Objective C: Train faculty to utilize various media to develop alternative forms of instruction

Objective D: Train faculty to design instructional modules and utilize methodologies which allow for the development and integration of new technologies into the curriculum.

Objective E: Create specialized staff development opportunities for staff, faculty, and administration.

Goal 10: To develop management support systems which enable administrative personnel to respond to changing College needs on the basis of current and accurate financial, student, program, and community information.

Objective A: To regularly update, enhance, and adjust the management information system to meet changing College needs.

Goal 11: To maximize utilization of College facilities.

Objective A: Determine alternative usage patterns.

Objective B: Construct and modify facilities to accommodate expanding programs and to reflect current standards of industry.

Goal 12: To develop systems, programs, and services which influence student college choice and positively enhance student persistence toward personal educational objectives.

Objective A: Influence college choice process of potential students to meet student educational goals and the College's enrollment objectives.

Objective B: Strengthen and expand student-oriented programs and services which increase retention.

Objective C: Develop computer systems to collect and analyze data to determine factors which influence student college choice and retention.

Objective D: Increasingly provide learning opportunities to incorporate the intellectual, ethical, emotional, social and physical aspects of student development.

IV. PLANNING CONTEXT

IV. PLANNING CONTEXT

A. External Factors Affecting The College

A number of external factors impinge upon and directly affect the College. Its clientele, growth potential, and future direction are all impacted by the socioeconomic milieu of Hawaii and the roles designated for the College by various educational plans within the University of Hawaii system.

First, there is a continuing demand for the technical/occupational programs for which the College has developed facilities, staffing, and relationships with industry. The 1980 Census of Population reported that employed persons 16 years and over in the State totaled 415,181 in 1980; that of this number, 11,982 were technicians; 48,198 were in precision production, craft and repair occupations; and 48,423 were operators, fabricators, and laborers. Moreover, the future outlook is for continued increases in trade and service employment. The College will continue to play a significant role in meeting the State workforce needs by maintaining its excellence in technical-occupational education.

Correspondingly, in recognition of the diversity of needs and educational aspirations of the students as well as the Board of Regent's policy regarding "comprehensive

community colleges," it is important that the College continue to build on its strength to provide high quality liberal arts education which will give students the option to pursue their educational objectives at the University of Hawaii at Manoa or other colleges which offer educational opportunities beyond the community college level.

The College has a unique mission to serve the Kalihi-Palama area in which it is located. This area is the hub for new immigrants seeking to acculturate and assimilate into American life. It is centrally located, to the city, close to job opportunities, and on convenient transportation lines. Economically, the community is predominately lower to lower middle class. It provides relatively inexpensive housing to immigrants with limited resources.

In many ways, the College's primary service area is a microcosm of the educational potential of the Asian-Pacific Basin. About 6,000 immigrants arrive in Hawaii each year. As a consequence, Honolulu Community College has experienced a steady increase in immigrant students and will continue to do so in the next few years. The College serves a vital role in the acculturation process and must continue to make provisions for the large number of students who require English as a Second Language instruction and basic learning skills training.

In addition to meeting the needs of immigrants, the College has the challenge of providing basic skills programs and support services for the educationally underprepared. Approximately 68.5% of these students are in need of basic mathematics and 71% require basic reading, writing, and English as a Second Language instruction.

Moreover, the College has the significant challenge of creating a supportive environment to meeting the special needs of non-traditional students such as adult learners, handicapped persons, displaced homemakers, veterans, part-time students, and others seeking retraining and upgrading. At Honolulu Community College the diversity created by the influx of new immigrants and non-traditional students is perceived as a resource and cultural asset. It is the intention of the College to enable these students to discover talents and potentials, to open transfer possibilities, and to provide the opportunity for upward mobility for all.

Between 1974 and 1980, the College operated under a growth-oriented planning posture which resulted in balanced instructional program resource allocations among technical-occupational, general education support, and lower division baccualureate. The State's economic condition at the time lent support to this growth orientation which provided facilities, faculty, and

equipment to serve a variety of students with diverse educational aspirations. Comprehensiveness was further supported by legislated capital expenditures.

During the last five years, the planning and program development process has changed focus with an orientation toward improving the quality of programs and articulation with other, similar programs. The direction has also shifted to responding within limited means to the special needs of the community through the utilization of the specialized expertise existing within the faculty and staff. Currently the assumption is that the gross state product will continue to grow at a comparatively slower rate or even stabilize at a minimal growth, steady-state level within the next decade.

Official enrollment figures projected for the College by the University of Hawaii Office of Institutional Research and Analysis reflect this steady state approach to the future. Virtually no growth in actual student enrollment figures is expected between 1987 and 1993. These economic and enrollment projections require the College to assume a program-enhancing, rather than a program-expanding strategy. The College must maximize existing resources and reallocate funds to achieve its goals. External funding resources to supplement existing ones, however, remain crucial to this enhancement and to

the timing of implementation. This projection is viewed by the College as a challenge to find new markets and expand services to client groups previously underserved.

Honolulu Community College fully intends to meet this challenge through the constant upgrading and retraining that the technologies demand of its instructors, refining present roles and developing new ones in response to community needs. Aviation Maintenance, Fashion Technology, and other programs which support the trends in economic growth within industries will be expanded. On the other hand, programs servicing areas of limited employment opportunity will be redirected and integrated into new roles. In addition to staff development and instructional program realignments, the College will actively seek to serve new client groups, such as: military personnel through on-base degree programs, adult learners through an expanded evening program, skilled workers through inservice training and noncredit workshops, underprepared groups through remedial and developmental courses, senior citizens and caregivers through workshops and seminars, and single parents and displaced homemakers through more relevant offerings.

The rapid and profound technological developments in industry, compounded by the growth of computer applications, present new demands in education. Computer

and allied technologies have started and will continue to render many processes and facilities obsolete. The College must meet this challenge by training the staff and students to be conversant with technological changes as relate to their areas of activity. At a fundamental level, this requires the continued development of computer literacy. At a cognitive or operational level, the development of more esoteric knowledge and skill, including, but not limited to, programming and skills in computer maintenance and repair is required.

From an educational perspective, crucial to the computer/information transformation is the ability to develop computer-based education, where computer hardware and software are utilized to promote more efficient and effective instruction, management, institutional and community-based research, and student intervention programs.

Stringent procedures mandated by state or federal laws to protect and preserve our environment impact on program operations. Compliance with regulation requirements and procedures relating to small quantity hazardous waste disposal management practices entails added expenditures of time and money. The College fully intends to be a model of conformance and ensure that our graduates have been provided with an appropriate model of environmental responsibility.

Historically, Honolulu Community College was chiefly known as Honolulu Technical School, an institution administered by the Department of Education and dedicated to the training of students with high school level technical skills. The image of a limited technology, manual skills school persists in the community today. Many citizens do not realize that the College is a comprehensive community college with liberal arts, high technology, and traditional technical programs which reflect the complexity of today's world. The College must develop a vigorous community relations program to educate the citizenry about its purpose and capabilities, and to inform them about the vast potential for technical education. As student recruitment is also affected by these misconceptions about the College, the institution must also respond with an intensive, coordinated, targeted, recruitment campaign to attract a higher percentage of properly prepared students to its technical-occupational and Liberal Arts programs.

B. Internal Factors Affecting The College

Current studies indicate that the image of an egalitarian, open door community college often has a mirror image, a revolving door. While thousands of students enter the College's programs, many do not achieve

their educational objectives. To increase the likelihood of success, a coordinated, comprehensive program for assessing students at the time of entry and strategies designed to encourage student progress and retention need to be developed. These efforts need to encompass the elements of orientation, career counseling, admissions counseling, academic counseling, faculty advising and mentoring, support groups, basic skills training remediation of deficiencies, teaching strategies, ongoing assessment and evaluation of student progress, co-curricula program and crisis intervention.

A survey conducted during Spring 1986 of new and continuing students at Honolulu Community College revealed that there is a growing student population of adult learners who have limited time and financial resources to allocate toward higher education. Furthermore, they are likely to be first generation college students who are attending college on a part-time basis and experiencing difficulty in adjusting to and coping with the stresses of college life.

Given such enrollment trends the College must seek to identify and understand the intricate relationships between marketing, recruitment, and those student services that are critical to the overall enrollment cycle. The traditional functions and structure of student services tend to better

address the needs of a college population that is younger, more affluent, and better prepared for college level curricula. The need to redesign the existing structure, student services functions, and approaches becomes essential as population of nontraditional students increases. The College recognizes that resources will be required to frontload programs and services that will provide the vital conditions and opportunities for students to persist toward their educational goals.

C. Planning Assumptions

The following are the planning assumptions which served as guides in the design of Honolulu Community College's Educational Development Plan:

*That the economy of the State will continue to grow at a relatively reduced rate, and therefore, the College will receive from the State General Funds an annual increment at a rate that will allow for inflation and minimal expansion;

*That the Federal Government will likewise continue to fund the State Vocational Education Plan at a similar rate of increment annually over the next five years;

*That Honolulu Community College will utilize the above resources as a base, maximizing existing resources in the various programs and further developing the capacity to explore various possibilities of generating funding for programs that urgently need additional resources;

*That the projected enrollment targets for the period between 1987 and 1994 will be exceeded (see Tables 1 and 3);

*That the student population profile will gradually and steadily shift, with the traditional daytime enrollees declining in number and the nontraditional afternoon and evening enrollees increasing in number over the given period;

*That the population of students will be older than the traditional entrants who enroll directly upon completion of high school;

*That, as a consequence in the change in population, there will be a continuous demand for remedial/developmental instruction and special English language instruction, as well as various ancillary services to meet the needs of student client groups;

*That, as a further consequence, there will be a need for staff and program development activities which take into consideration the changes in student characteristics;

*That the employment projections as delineated by the Multiyear State Vocational Education Plan for Hawaii will be met;

*That there will be an increasing demand for vocational training in the areas of program expertise at Honolulu Community College;

*That the average age of those currently employed in the Hawaiian workforce is approaching the retirement range, and thus, there will be a surge in demand for Honolulu Community College program graduates as replacements for retirees in industry;

*That the rapid developments in high technology including telecommunications, interactive video, computer sciences, and other new electronic technologies require readjustments in the curriculum and necessary staff development activities at the College;

*That most businesses and industries in Hawaii are isolated and continue to utilize traditional practices and methodologies primarily because of lack of resources to transfer the most recent technological innovations to their settings;

*That Honolulu Community College has the capacity to act as a catalyst and presenter of state-of-the-art techniques to businesses and industries, and can provide training/retraining to update the skills of those who are presently employed.

V. ASSESSMENT

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A.1. Accreditation Report

The most recent accreditation self-study of Honolulu Community College was completed in September 1984 in preparation for the accreditation team visit on November 19-21, 1984. Honolulu Community College was found to be guided by long-range goals which were clearly stated and which are re-examined periodically to remain consistent with the State Higher Education Functional Plan; the State Master Plan for Vocational Education; the Strategic Plan for the University of Hawaii; and the Community College's New Directions for the 80's.

The self-study acknowledged that the special mission defined in the 1980-86 EDP was appropriate at the time it was developed, but given the emerging technologies and conditions in industry, the University at large, and the community served by the College, it was apparent that this special mission needed to be redefined and communicated to the community.

Although the goals and objectives of the College were widely published and communicated, the report pointed out the need to improve communication to the broader community as well as a continuing need to improve ways of identifying the needs of the College's clientele.

On-campus and off-campus credit and non-credit educational offerings were judged to be strong, extensive, and well planned both in general/pre-professional education and vocational education programs. It was apparent that the educational program was planned to reflect the College's goals and objectives. The report cited the need for updating equipment, facilities, and curriculum in several vocational programs to reflect the changing technology; ineffective use of advisory committees; long waiting lists in some high demand vocational programs; articulation problems; and unmet educational needs of immigrants and individuals who cannot attend college during day time hours.

The faculty and staff of Honolulu Community College were favorably evaluated as well qualified, individuals who perform their responsibilities commendably update their knowledge and skills through professional development activities. However, the report expressed concerns about the College's ability to maintain a staff development program capable of keeping pace with the rapid changes in business and industry; the increasing difficulty in recruiting qualified replacements for retiring vocational instructors; the shortage of personnel in some areas; and the systemwide problems of faculty workload and evaluation which had lowered morale in the preceding few years.

The report noted that comprehensive student services and academic support services complement the instructional programs, but additional space, staffing, and resources would be necessary to cope with expanding service requirements. A better institutional research capability, particularly the routine collection and utilization of job placement data also noted.

The community services program complemented community services offered by other agencies. Deficiencies cited include inadequate publicity and lack of a clear definition of community services.

Although most College facilities were in excellent condition, a major repainting project to prevent deterioration was recommended. In addition, projects that had been outlined in the long-range CIP Plan, including new facilities for the automotive trades and for technology and science, were considered critical for the implementation of the College's long-range instructional goals. Also recommended was a new Early Childhood Education and Child Development Associate training facility to enhance the Human Services department instructional mission. Finally according to thee self-study and visiting team, communication about budget planning needed improvement to ensure that all campus constituencies are well informed, according to the self-study and visiting team.

A.2. Title III External Evaluation Report (1984-87)

The external evaluator found the overall impact of Title III support to be "significant and positive." Accomplishments included an on-line, integrated student and financial system, an on-line advising and counseling system, an efficient and cost-effective Total Learning System of remedial/developmental open entry/open exit individualized instruction and testing, "highly visible" staff and program upgrading in targeted programs, and career life planning services which substantially reduced a former change-of-major problem. It was recommended that the on-line advising and counseling system be refined to indicate advanced placement, transfer, and waiver of credits; to check for minimum proficiency and residency satisfaction; to identify course alpha and number conversions; and to suggest courses for the coming semester. The report also recommended that the learning assistance facilities be expanded to accommodate the growing need for its services; that the College explore alternative ways to support the highly successful staff and program development activities; and that the Vocational Exploration Center become an integral part of the College.

The report also noted that the College had made significant progress toward implementing the priorities as established by the long-range goals of the College and

the goals of the State Higher Education Functional Plan, the State Master Plan for Vocational Education, and the Community College's New Directions for the 80's.

A.3. Program Review

Twenty program reviews prepared during the period 1984 to 1987 were examined. All reviews recommended program continuation based upon continuing student interest, sufficient labor market demand, lack of alternative training opportunities, and ability of the College to provide quality instruction.

The program reviews, considered major planning documents, identified the following planned changes:

1. Updating of facilities and equipment. Provide more classroom space, improve classroom and office security measures, provide a safer classroom environment, and repair and update old equipment.

2. Curriculum changes. New courses, offering more evening courses, and credit and non-credit in-service training for workers, revise and articulate programs, curriculum, and courses to assure their transferability to four-year degree institutions, and establish active participation of advisory committees to ensure that the curriculum meets industry needs.

3. Computers in instruction. Use of computers to teach and manage instruction.

4. Student recruitment and retention. Market programs to increase enrollment in and public awareness of programs; increase efforts to retain students to assure program efficiency and accountability.

5. Faculty development and new positions. Provide activities to update the faculty in the latest technologies and program developments so as to improve the quality of instruction.

6. Improvement in data collection, particularly regarding graduates.

B.1. Describe Progress Toward Implementing Previous College Priorities.

The College has progressed considerably in all of the major efforts planned in the 1980-1986 EDP.

- Program structure has been strengthened through Further integrating vocational-technical and liberal arts education; improving transfer opportunities to four-year programs; refining the general education curriculum; developing more comprehensive assessment services.

- Program content has been enhanced through upgrading programs to state-of-the-art; developing an integrated learning assistance system; developing an educational perspective which will increase the capability of graduates to respond to changing and emerging workforce needs.

- Program access and retention has been increased by developing short-term, non-credit training; improving support services to evening credit and non-credit students; increasing non-traditional enrollment, i.e., males in traditionally female trades and females in traditionally male trades;increasing public awareness of the comprehensiveness of offerings.

- Program analysis and administration has been systemized by developing a database management which provides administrative personnel with current and accurate student, programmatic, financial, and community management information;

B.2. State Higher Education Functional Plan

Honolulu Community College has achieved improvements in the quality of instruction, management, and support services that are in the spirit of the quality and access objectives of the functional plan. A major effort to reduce barriers, for example, has led to the development of the Learning Assistance Center, physical facilities for handicapped students, and career development services. Programs have been targeted for updating, and systematic progress has been made toward developing state-of-the-art training opportunities. Computerization efforts have led to important instructional and management improvements.

B.3. State Master Plan for Vocational Education

The College has accomplished the objectives outlined in the State Master Plan for Vocational Education, including training individuals with new technologies for employment opportunities in the changing economy, providing vocational training opportunities for disadvantaged and handicapped students, promoting cooperative education, preparing limited English speaking students for employment, and improving support services for vocational students.

B.4. Community College's New Directions for the 80's

The Directions for the 80's have guided the activities and plans of Honolulu Community College, including improving instruction, access to education, and administrative services.

VI. COLLEGE PRIORITIES 1987-95

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Honolulu Community College is an evolving and developing institution caught in a number of evolutionary cross-currents. The College is attempting to respond to changing demands upon its resources while simultaneously upgrading its programs to the cutting edge of technology. The State is developing High Technology Parks and encouraging new businesses. Existing businesses are creating new jobs and are drastically altering their methodologies and equipment. The community colleges in Hawaii are in the midst of a major redesign of the Associate of Science degree granted to technical-occupational program graduates. The liberal arts core of the University of Hawaii Manoa is being changed and the Community College system will be revising the Associate of Arts degree to accommodate the new core requirements. The changing of degree requirements, type of degree, and revamping of curriculum affords the College an opportunity to move toward a more cohesive, integrated, and current series of programs.

A. Relationship to a Strategy for Academic Quality 1985-95 and New Directions for the 80's

The priorities and activities of the ADP are consistent with the guidelines for the future of the University of Hawaii and the Community College system. This Academic Development Plan was authored with those

documents as program parameters. The listed activities illustrate the integral relationship between the College's future and the System's directives. Every college priority and activity can be related to a strategic dimension or objective in the "Strategic Plan" and in the complementing "New Directions" for community colleges; and all are compatible with the directions laid out by the State Higher Education Functional Plan and the Vocational Education Plan. A careful review of the latter two documents found their projections and broad-based objectives to be in accord with the College's priorities and activities.

B. The College Has Opted For a Priority Organizational Approach that Follows the Philosophy of Integrated Planning, Linking All Units of the College Under a Collective Umbrella of Common Purpose and Approach.

Priority 1: Develop Flexible and Innovative Learning Opportunities

The diverse backgrounds of the students at Honolulu Community College create equally diverse educational needs. A student client group of major importance to the College is the underprepared learner. The College is actively identifying, testing, and implementing strategies which will hasten the remediation and developmental process. A combined program of intensive English as a Second Language, an introduction to American culture and society, and study

skills for non-native speakers will be implemented. Additional learning opportunities for the adult student will be provided through the expansion of evening-weekend courses, accelerated modules and degree-granting programs in the evenings and on weekends.

Parents of preschool age students constitute another growing learner group. The College will expand its Human Services Early Education Lab School to meet their child care needs. This will entail the construction of an adequate Human Services/lab school center to replace the temporary quarters of the present program. Weekend and evening hours will be incorporated into the schedule.

Delivery systems will be designed to accommodate specific skill level training. Competency-based modules will be developed to allow for partial sequences of abbreviated training.

Non-credit programs will be expanded. The college will have a growing role in on-base military educational programs.

The College has entered discussions with the Shipyard concerning the reorganization and development of a ship repair program. A request of Board approval will be prepared Spring 1988 for implementation in 1988-89.

The College staff will maintain a regular process of contacting employers to assess changing employment trends and consequent training requirements.

Increased avenues of recognition for student academic excellence will be developed.

While many of the aforementioned areas constitute an attempt to serve expanding student groups, Honolulu Community College strongly believes in the excellence of its comprehensive Liberal Arts and Technical-Occupational programs and will continue to support them at appropriate levels for all learners.

Priority 2. Develop College's Potential Capacity and Reputation as the Primary Comprehensive Technical Training Center in the State and Asian-Pacific Basin

The State of Hawaii and the University System have shown great interest in developing the State's potential as a Pacific center. The rapid and profound technological developments in industry will present new demands in education. To be able to respond to these and other community needs, the College intends to constantly upgrade its programs and retrain its instructors.

To gain the reputation as the primary comprehensive technical training center in the State and Asian-Pacific basin, the College will improve the quality of its educational programs to produce technicians trained in an effective, integrated, cohesive, overlapping series of learning experiences; expand inservice traiing opportunities through customized non-credit courses; update

its equipment to the current and anticipated state-of-the-art technology in technical-occupational and lower-division Baccalaureate programs; create a Library, Learning Assistance Center, and Instructional Resource Center capable of supporting rapidly changing educational needs; and design and construct a Community Science and Technology Center to provide integrated state-of-the-art training.

Priority 3. Design Strategies to Improve Enrollment

The campus will engage in a vigorous community relations program to correct the misconceptions of citizens about who we are and what we do, and to inform the public of our potential for technical education in today's world.

The College will develop an intensive, coordinated, targeted, student recruitment campaign to attract students To our technical-occupational and lower-division Baccalaureate programs.

A major focus over the next six-year period will be the development of strategies to facilitate the entry of students into the College, providing services and programs which address the comprehensive needs of working adults.

At the same time, the College will work to strengthen ties with high schools to assist in heightening providing awareness of career and college options.

In addition to recruitment efforts, the College will explore and develop alternative registration processes and eliminate other barriers that hinder student enrollment.

Priority 4. Develop Strategies to Enhance Student Retention and Service New Populations

The College will develop a coordinated, cohesive program for assessing and retaining students. Among the elements of a comprehensive, coordinated institutional effort to foster student persistence are orientation, academic and career counseling, faculty mentors, support groups, basic skills and remediation of deficiencies, teaching strategies, ongoing evaluation of student progress, and co-curricular programs. To ensure better student-institution fit, a key element in retention, the institution must acquire systematic and accurate information about students prior to their first contact with the College, through their enrollment period and following their departure from the campus. The College must also continue to increase the efficiency and accuracy of data processing and recordkeeping in areas such as financial aid, student employment, and job placement and expand career counseling services and co-curricular programs. Such deliberate efforts will not only facilitate

total development of students, but will engender self-direction and student persistence.

Priority 5. Create Opportunities for Faculty and Staff to Keep Pace with State-of-the-Art Developments.

The College's objectives in staff development are to raise productivity, enhance quality, and to prepare people to utilize present and future technological developments.

The College must find ways to enhance the intellectual progress of the faculty and staff through assigned time for curriculum development; in-service training; colloquia; travel; site visitations to model programs; and training in emerging technology.

Priority 6. Utilize New Electronic Technologies and Integrate Technological Advances into the Curriculum.

Changes in electronics, robotics, laser technology, and computer technologies have revolutionized the entire design, production, repair-maintenance, and information communication fields. The categories of collegiate activity most greatly affected by technological change are the curriculum, into which appropriate new technologies will be integrated; the instructional resource unit, which will be made capable of designing interactive mediated modules for courses, providing reliable media equipment for classroom use, and maintaining a current video library; and

the library, which will provide electronic access to system-wide libraries and other print and non-print resources. Computerized support functions will also be further developed and upgraded; college-wide integrated computer network will be developed with which to provide faculty access to campus, student, program, governance, and budget information while allowing for hookup to national information networks; the instructional management, student information, and the budget information systems will be expanded and integrated.

The activities listed above are representative of the evolutionary process of the integration of new technologies into the curricula, management, faculty and student support services of the College. The degree to which these activities are successfully embarked upon will determine the extent to which Honolulu Community College can become a college of the post-industrial technological transformation age.

VII. STAFFING ISSUES AND PLANS

VII. STAFFING ISSUES AND PLANS

A. Issues

Honolulu Community College is an institution that serves several distinct segments of the public, each having very different needs relating to scheduling, registration, support services, and instructional delivery. The College's staffing and technology are currently adequate to support its traditional on-campus credit day student population. However, social changes and community needs have led to a rapid growth in more increasingly non-traditional student populations over the past several years and the College has had to stretch both its human and technical resources far too thin. The College needs additional staffing to develop new technologies, to integrate existing technologies, and to insure that the increasing number of non-traditional students receive the support they require to complete a quality program of instruction.

B. Campus Affirmative Action Goals

Honolulu Community College, as part of the University of Hawaii system, complies with Federal and State of Hawaii statutes on equal opportunity and nondiscrimination. For this purpose, care is taken to ensure that the campus staffing processes of recruitment, hiring, upgrading, and advancement are based on valid standards and objective evaluations, and that efforts are expended to eliminate underrepresentation of minority groups and of women.

Continuous efforts are being made to ensure opportunities for male and female students, faculty, and staff in non-traditional program areas.

C. College's Staff Development Plans

The College is committed to the principle that the quality of education depends primarily upon the quality of the staff and the of the effort of the staff. For this reason, the College will continue to organize and provide support for developmental activities which are beneficial to the College and are consistent with institutional goals, priorities, and policies.

Activities such as internships, professional leaves, exchanges, workshops, conferences, and credit/non-credit courses which enable faculty and staff to engage in continuing professional growth, to broaden professional competencies, and to acquire new skills will be encouraged. The process of generating and organizing these activities will continue to be greatly facilitated by a College Staff Development Coordinator and Committee.

To achieve the objectives which encourage faculty and staff development, Honolulu Community College will continue its organized and individually planned program of professional growth and development along with its organized orientation and inservice training program. The individual development plans will be geared to department and institutional needs and objectives.

The objectives of the faculty and staff development program will include, but not be limited to, the following:

1. Beginning instructors and lecturers will be provided additional opportunities to acquire and refine basic skills in educational technology and teaching/testing methodologies; knowledge of college goals, regulations and programs; information about the clients served by the College; and skills in solving student-related problems encountered by instructors. In-service training and orientation sessions will be offered each year for the beginning lecturers and instructors. These sessions will utilize the services of the College's administrators and department heads. Individual faculty members will be asked to assist where special expertise is needed and desirable. The cost to implement this program will be minimal.

2. Experienced instructors and lecturers will be provided opportunities to refine teaching methods, upgrade knowledge and skills in their teaching fields, and acquire leadership skills.

   The College will continue, based on the availability of funding, to target selected programs for upgrading through curriculum design, improved delivery systems and instructor training/education. This will involve travel to the mainland for visitations, training and conference participation as well as faculty release time to upgrade programs and enhance curriculum. The College's program review process determines which particular programs are in need of upgrading and improvement with regard to delivery and state-of-the-art.

3. Priority of future EIF grants will be oriented toward projects that are designed to advance the established goals and priorities of the college.

   The in-service training workshops offered will be voluntary and geared to the interest of faculty members. These in-service programs will include computer technologies and literacy; new learning systems; community and agency orientation programs; and new regulations and trends in higher education. The in-service programs will be conducted during the academic year and the cost to the College will be minimal.

4. Civil Service personnel will be encouraged to participate in the variety of in-service training programs offered by the Department of Personnel Services. In addition, specialized training programs offered by industries related to the activities of the workers will be encouraged. Frequently, the staff is included in Collegewide training programs and workshops. This practice will be continued and, where feasible, expanded. At the beginning of each semester, new staff are expected to attend the faculty and staff orientation program.

5. The administrative staff will continue to meet with their counterparts from other community colleges to exchange ideas and solve problems which are common to all colleges. Attendance and participation in professional conferences and workshops will be encouraged. Special attention will be given to the development of both computing and leadership skills.

VIII. PROJECTED PROGRAM ACTIVITY LEVELS AND RESOURCE REQUIREMENTS CHANGES IN EMPHASIS IN SUPPORT OF MAJOR PROGRAM PRIORITIES

VIII. PROJECTED PROGRAM ACTIVITY LEVELS AND RESOURCE REQUIREMENTS

CHANGES IN EMPHASIS IN SUPPORT OF MAJOR PROGRAM PRIORITIES

Priority 1: Develop Flexible and Innovative Learning Opportunities

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
A. Modify ESL curriculum & instructional delivery system to combine individualized, self-paced instruction with traditional classroom instruction.	>----------	----------	----------	----------	----------	----------	----------	----------<
B. Improve remedial/developmental program in English.	>----------	----------	----------<					
C. Articulate Electricity/Electronics programs with high schools.		>-----	-----<					
D. Expand Evening, Weekend, Accelerated, and Summer programs.		>-----	-----<					
E. Include Comprehensive Competencies Program elements in open entry/exit programs.	>----------	----------	----------	----------<				
F. Include appropriate interdisciplinary activities in appropriate occupational programs.	>----------	----------	----------<					
G. Condense & revise curriculum modules in selected occupational programs.	>----------	----------	----------<					
H. Revise Machine Shop curriculum.	>----------	----------	----------<					
I. Develop multiple-entry, accelerated curriculum for selected occupational programs.	>----------	----------	----------	----------	----------	----------<		
J. ** Develop Ship Repair program **	>-----	-----<						
K. Develop student showcase to promote excellence and student achievement.		>----------	----------	----------	----------	----------	----------	----------<
L. Expand programs (SOCAD & SOCNAV) at military bases.		>----------	----------	----------<				
M. Provide increased services to increase community literacy.	>----------	----------	----------<					
N. Improve remedial/developmental program in Mathematics.	>----------	----------	----------<					
O. Develop Sophomore honors program.		>----------	----------<					
P. Develop group management and problem-solving courses for students.	>----------	----------	----------<					
Q. Expand job development, search, and retention program for students.	>----------	----------	----------	----------	----------	----------<		
R. Expand health education progam to foster wellness, self-reliance, healthier lifestyles.	>----------	----------	----------	----------	----------	----------	----------	----------<
S. Develop Emeritus College to provide instructional services to senior citizens and their caregivers.	>----------	----------	----------	----------	----------	----------	----------	----------<

Priority 1: (Cont'd)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
T. Develop community learning systems.	>----------	----------	----------	----------	----------	----------	----------	----------<
U. Develop and integrate applications of computers and related equipment into Scien laboratories.	>----------	----------	----------	----------	----------	----------	----------	----------<
V. Expand LAC services to support evening and weekend instruction.	>----------	----------	----------	----------	----------	----------	----------	----------<

> indicates beginning of activity. ** Indicates Board action anticipated
< indicates ending of activity.

VIII. PROJECTED PROGRAM ACTIVITY LEVELS AND RESOURCE REQUIREMENTS

CHANGES IN EMPHASIS AND ACTIVITIES IN SUPPORT OF MAJOR PROGRAM PRIORITIES

I. DEVELOP FLEXIBLE AND INNOVATIVE LEARNING OPPORTUNITIES

A. English as a Second Language Program - 1-A

Modify curriculum and instructional delivery system in ESL to provide students with an intensive program combining individualized, self-paced instruction with traditional classroom instruction.

Participants: Language Arts Faculty
Learning Assistance Center

Activity Dates: FY 1987-92

B. Improvement of Remedial - Developmental Instruction - 1-A

Improve remedial and developmental instruction through modification of the curriculum.

Participants: Language Arts Faculty
Learning Assistance Center

Activity Dates: FY 1987-89

C. High School Articulation - 2-A

Articulate the curricula of college electricity and electronics programs with the state high schools to avoid redundant coursework and minimize the time needed to fulfill graduation requirements.

Participants: Office of the Dean of Instruction

Activity Dates: FY 1988-89

D. Expanded Delivery Options - 2-B

Expand options in the delivery and scheduling of courses to include evening, weekend, expanded summer programs, and accelerated modules for the highly motivated students.

Participants: Office of the Dean of Instruction

Activity Dates: FY 1987-88

E. Open Entry CCP - 4-B

Include the Comprehensive Competencies Program in the open entry/open exit courses; modify record-keeping to allow students to enter and exit at any time.

Activity Dates: FY 1987-91

F. Interdisciplinary Technologies - 5-A

Include appropriate interdisciplinary coursework to respond to industry needs and technological change, particularly in electronics and electricity.

Participants: Auto Body Repair & Painting, Auto Mechanics, Aviation Maintenance, Heavy Equipment Maintenance, Electronics, Electrical Installation and Maintenance, Refrigeration and Air Conditioning, Engineering Technology, Science and Math

Activity Dates: FY 1987-90

G. Module Development - 1-A

Condense and revise curriculum modules to respond to technological change.

Participants: Academic Programs - Auto Body Repair & Painting; Auto Mechanics; Business Course modifications and program revisions will be approved.

Activity Dates: FY 1987-90

H. Machine Shop Curriculum Revision - 1-A

Develop a Ship Repair and an automotive machining option in Machine Shop Technology to streamline the program and shift to a yearly student intake.

Participants: Machine Shop Technology Program

Activity Dates: FY 1987-90

I. Open Entry Modules - 4-B

Develop a modular, competency-based delivery system which allows for multiple student entry points and accelerated study.

Participants: Academic Programs - Auto Mechanics, Carpentry, and Electronics

Activity Dates: FY 1987-93

J. Ship Repair Program - 1-A

Implement a plan for responding to the need for various trained ship repair workers at Pearl Harbor Naval Shipyard.

Participants: Dean of Instruction, Assistant Dean and Division Chair for Maintenance, Repair & Related Technologies Division, Cooperative Education Department, Pearl Harbor Group Superintendents and Training Personnel.

Activity Dates: FY 1987-88

K. Student Achievement - 1-D

Showcase students' work to promote excellence and student achievement.

Participants: Dean of Instruction's Office

Activity Dates: FY 1988-95

L. Military Education - 3-A

Offer a full on-base schedule of liberal arts courses allowing military students to earn an AA degree through the Servicemember Opportunites Colleges.

Participants: Director of Community Services, Dean of Instruction, Dean of Students, On-Base Military Coordinators, Faculty

Activity Dates: FY 1988-91

M. Literacy Articulation - 3-A

Provide enhanced tutorial services and computer-assisted instruction to increase community literacy.

Participants: Education Center, Dept. Of Education, Hawaii Literacy, Retired Senior Volunteer Program, Honolulu Community Action Program, Governor's Council on Literacy

Activity Dates: FY 1987-91

N. Remedial Math - 1-D

Explore and evaluate methods of enhancing the effectivness and efficiency of remedial math courses.

Participants: Math Department, LAC

Activity Dates: FY 1987-91

O. Sophomore Honors - 1-D

Design and implement a sophomore-level honors program which allow students to take a series of topical, thematic, integrated 200-level courses.

Participants: All Liberal Arts Departments

Activity Dates: FY 1988-90

P. Group Management - 1-B

Assist students in developing problem-solving and conflict management strategies necessary for effective group functioning and development. Credit and non-credit course offerings will be developed in group management and decision-making.

Participants: Student Life and Development

Activity Dates: FY 1987-90

Q. Job Development - 8-A

Develop a regular process to contact employers for the purpose of job development, prepare students with job search and job retention skills for placement with contacted employers, and assess changing employment trends. Incorporate current information into the computerized job placement system.

Participants: Job Development and Placement (Career Development Center)

Activity Dates: FY 1987-93

R. Health Education - 12-D

Expand health education courses which fosters self-reliance, wellness and healthier lifestyles through workshops, seminars, and programs in such areas as substance abuse (federal mandate to maintain continued eligibility for federal financial aid program for students), stress management, family planning and management, safety, etc.

Participants: Student Health Office (Student Life and Development)

Activity Dates: FY 1987-94

S. Emeritus College - 4-A

Develop programming with emphasis on the needs abilities of senior citizens and their caregivers through an Emeritus College.

Participants: Office of Special Programs and Community Service, faculty

Activity Dates: FY 1987-94

T. Learning System - 1-A

Develop a learning system based upon computer exercises and data management, with tutorial training provided.

Participants: Education Center
Learning Assistance Center

Activity Dates: FY 1987-90

U. NATSC Computer Applications - 1-A

Develop and integrate applications of computers and related equipment into lab activities.

Participant: Natural Science

Activity Dates: FY 1987-95

V. Evening/Saturday Support - 3-A

Expand LAC evening services to support evening and weekend instruction.

Participants: Learning Assistance Center

Activity Dates: 1987-92

Priority 2: Develop College's Potential Capacity and Reputation as the Primary Comprehensive Technical Training Center in the State and Asian-Pacific Basin

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
A. Expand foreign language offerings and laboratory facilities.			>----------<					
B. Sharpen Asian/Pacific focus in Social Sciences and Humanities.		>----------	----------	----------	----------	----------	----------	----------<
D. Student Assistants for Library, Evening Weekend Librarian,		>----------	----------	----------	----------	----------		
E. Provide conversational language instruction for service & transportation workers.				>-----<				
F. Modify appropriate programs to include third year of study.	>----------	----------	----------	----------	----------	----------	----------	----------<
G. Upgrade Equipment			>----------	----------	----------	----------	----------	----------<
H. Develop & implement short-term, non-credit, in-service training programs for industry.	>----------	----------	----------	----------	----------	----------	----------	----------<
I. Reorganize program advisory commitees.	>----------	----------<						
J. Developed Competency based training and related evaluative instruments.			>----------<					
K. Increase Evening Support service to growing evening student population.			>-----<					
L. Revise Human Services Program, Increase instructional personnel, construct new Human Resources Center.					>----------	----------		
M. Develop technical core series for Occupational programs with overlapping technologies.			>----------	----------	----------<			
N. Design & Construct Science & Technology Center.					>-----<			
O. ** Develop & implement a series of Aeronautics programs. ** Develop Aviation Center.		>----------	----------	----------	----------<			
P. Rennovate Autobody facility and reorganize program to state-of-the-art.	>----------	----------<						
Q. Develop faculty expertise as consultants and resources for technology.	>----------	----------	----------	----------	----------	----------	----------	----------<
R. Establish Technology Task Force to review implications of new technology on programs.		>----------	----------	----------<				
S. Reallocate faculty position to Fashion Technology program.	>-----<							
T. Develop lower-division Pre-Business curriculum.		>----------	----------<					
U. ** Develop Small Business Program ** with learning laboratory.		>----------	----------	----------<				
V. Revise Secretarial Science Curriculum.			>-----<					

Priority 2: (Cont'd)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
W. Redesign Occupational Safety & Health Program.	>----------<							
X. Expand and promote role of Matsuda Center in leading technological change in industry.	>----------<							
Y. Expand training at Matsuda Center, tailoring courses to specific company needs.	>----------<							
AA. Provide additional personnel for physical plant maintenance.				>----------<				
BB. Increase funding for Apprentice Program to accomodate required increases in training time.		>-----<						
CC. Provide funds to acquire additional equipment for Apprentice Program.		>-----<						
DD. Increase funding for Apprentice/Journeyworker Program to serve increased enrollment.	>-----<							
EE. Increase staffing in Natural Sciences to provide additional laboratory support.				>-----<				

> Indicates beginning of activity
< Indicates ending of activity

** Indicates Board action anticipated.

2. **DEVELOP COLLEGE'S POTENTIAL CAPACITY AND REPUTATION AS THE PRIMARY COMPREHENSIVE TECHNICAL TRAINING CENTER IN THE STATE AND ASIAN-PACIFIC BASIN**

A. Foreign Languages - 1-B
Expand foreign language offerings, replace equipment in the existing language lab and build a second lab to meet industry demand and UH Manoa new core requirements.

Participants: Academic Programs - Language Arts

Activity Dates: FY 1989-91

B. Asian-Pacific Focus - 1-C

Sharpen Asian/Pacific focus in Social Science and Humanities through integrating more data on Pacific Basin into existing curriculum, continuing tours and supporting educational exchanges.

Participants: Academic Programs - Humanities Department

Activity Dates: FY 1988-95

D. Bibliographic Instruction - 1-D

Develop a series of modules to teach students how to locate, access, and utilize library-based information.

Participants: Library and all Academic Departments

Activity Dates: FY 1990-91

Evening/Weekend Librarian - 12-D

Expand library services to serve the needs of an expanding evening/weekend student population.

Participants: Library and all College Departments

Activity Dates: FY 1988-90

Student Library Assistant - 12-D

Provide general funds to ensure adequate library staffing of low-level clerical activities.

Participants: Library

Activity Dates: FY 1988-93

E. Conversational Language - 8-C

Develop and offer conversational language courses which respond to the needs of the service and transportation industries.

Participant: Academic Programs - Language Arts

Activity Dates: FY 1990-91

F. Third Year Vocational Training - 8-C

Identify and modify programs which should include a third year of specialized training in technical fields.

Participants: Academic Programs
AERO, AMT, ABRP
Refrigeration and Air Conditioning
Electronics
Electrical Installation and Maintenance

Activity Dates: FY 1987-95

G. Upgrade Equipment - All Programs - 6-A

Upgrade equipment to replace that which is outdated, worn-out; and keep current or anticipate the technical updating needs of industry.

Participants: Academic Programs - Vocational/Technical & Liberal Arts

Activity Dates: FY 1989-95

H. Non-Credit Program - 3-A

Develop and implement short-term, non-credit in-service training programs to meet the technical updating needs of industries.

Participants: Office of Special Programs and Community Service, Faculty in all college programs.

Activity Dates: FY 1987-95

I. Reorganize Advisory Committee - 8-A

Reorganize program advisory committees to represent organizations involved in all facets of the industry served.

Participants: Academic Programs - Auto Body Repair and Painting, Auto Mechanics, Business, Electrical Installation and Maintenance, Electronics, Engineering Technology, Heavy Equipment Repair and Maintenance, Refrigeration and Air Conditioning, Aviation Maintenance, Commercial Art, Fashion Technology, Garment Industry Training, Human Services, Administration of Justice.

Activity Dates: 1987-89

No additional resources required

J. Competency-Based Training - 8-B

Develop competency-based training and evaluative instruments to measure proficiency to offer a more effective curriculum.

Participants: Academic Programs - Fashion Technology, Garment Industry Training, Human Services Programs

Activity Dates: FY 1989-91

K. Evening Support - 3-A

Provide additional logistical and fiscal evening/weekend support services in support of class expansion.

Participants: Institutional Support

Activity Dates: FY 1989-90

L. HSERV Revision - 11-B

Streamline the Human Services curriculum into two areas of specialization - Child and Community Services; support through construction of new Human Resources Center.

Participants: Academic Programs - Human Services Program

Activity Dates: FY 1991-93

M. A.S. Core Revision - 9-B

Design and implement a technical core series of courses for vocational programs in areas impacted by overlapping technologies.

Participants: All vocational/technical programs; DCCs/CPC

Activity Dates: FY 1989-92

N. Science Technology Center - 11-B

Design and construct the Community Science and Technology Center to liberal arts and technical programs affected by overlapping electronic technologies.

Participants: Academic Programs - Electronics, Electricity, Engineering Technology, Architectural Drafting, Sheet Metal and Plastics, Air Conditioning and Refrigeration, Physics, Chemistry, Mathematics, and Information and Computer Science.

Activity Dates: FY 1991-92

O. Aviation Center - 11-B

Develop a series aeronautics programs at Honolulu International Airport to service the needs of the aviation industry.

Participants: Academic Program - Aviation Maintenance Program, Honolulu International Airport, Honolulu Airlines Committee, Dean of Instruction, AVMAT Advisory Committee.

Activity Dates: FY 1988-93

P. Renovate Auto Body - 11-B

Complete renovation of the Auto Body facility, bring the program current with state-of-the-art advances.

Participants: ABRP Faculty, Dean of Instruction, Fiscal Officer

Activity Dates: FY 1987-89

Q. Faculty Consultants - 7-A

Develop faculty as consultants and "state resources" for business and industry in particular types of technology.

Participants: Fujio Matsuda Technology Center, Faculty

Activity Dates: FY 1987-95

R. Technology Task Force - 8-C

Establish a campus-wide task force to review the implications of technological change on programs and to recommend the creation or phasing-out of specific programs.

Participants: Faculty, Office of Dean of Instruction, Advisory Committees

Activity Dates: FY 1988-91

S. Merchandising Option Position - 2-B

Add a fulltime faculty position to accommodate growing enrollment in Fashion Technology's Merchandising Option.

Participants: Fashion Technology

Activity Dates: FY 1987-88

T. Pre-Business Option - 1-D

Develop a pre-business administration option with transfer level courses in economics, accounting, andmanagement, and a learning lab to supplement preparation to transfer to UH College of Business.

Participants: Business, Social Science

Activity Dates: 1988-90

U. Small Business Option - 8-D

Develop a vocational program with a learning lab to support courses in operating a small business for AS degree students.

Participants: Business, Social Science, Vocational Departments

Activity Dates: FY 1988-91

V. Secretarial Science Curriculum Revision - 6-B

Revise the Secreterial Science curriculum and provide a skills lab.

Participants: Secreterial Science/Business

Activity Dates: FY 1989-90

W. OSH Curriculum Revision - 6-B

Continue to revise and design the Occupational Safety and Health curriculum to reflect industry needs.

Participants: OSH/ OSH Advisory Committee

Activity Dates: FY 1988-91

X. Matsuda Center Leaders - 7-A

Expand and promote the Matsuda Center's role in the training of industry employees in the areas of robotics, controllers, laser and fiber optics, and electronic design and graphics.

Participants: Fujio Matsuda Technology Center, Academic Programs

Activity Dates: FY 1988-95

Y. Matsuda Center Training - 7-A

Expand microcomputer training, and tailor courses to the specific needs of companies seeking to enhance the effective use of computers to increase competitiveness.

Participants: Fujio Matsuda Technology Center

Activity Dates: FY 1988-95

AA. Facilities Maintenance Personnel - 3-A

Provide additional support service personnel for physical plant maintenance.

Participants: Support Services

Activity Dates: FY 1990-93

BB. Apprentice Program - 6-B

Expand funding in the Apprenticeship Program to cover increased hours of training required by the revised curricula of the Drywall, Ironworkers, Plumbers and Pipefitters.

Participants: Apprenticeship Program and Unions

Activity Dates: FY 1989-90

CC. Apprentice Program - 6-A

Purchase support equipment for the Apprenticeship Program to extend the use of equipment of day programs currently shared.

Participants: Apprenticeship Program

Activity Dates: FY 1989-90

DD. Apprentice Program - 3-A

Increase funding for Apprenticeship and Journeyworker training programs to reflect changes in industry demand and increased enrollment.

Participants: Apprenticeship and Journeyworker Programs

Activity Dates: FY 1988-89

EE. NATSC Support Courses - 8-C

Hire a faculty member in Physics and a lab technician (APT) to accommodate additional support course requests from vocational programs and pre-engineering.

Participant: Natural Science

Activity Dates: FY 1990-91

Priority 3: Design Strategies to Improve Enrollment

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
A. Develop 'ONE STOP' admissions center.		>----	----	----	----	----	----	----<
B. Develop & implement projects to deliver services to special, targeted populations.	>----	----	----	----	----	----	----	----<
C. Establish formal public relations/fundraising office.		>----	----	----	----	----	----	----<
D. Design & implement School-College relations program.	>----<							
E. Provide opportunities for students and potential students to explore occupations through Vocational Exploration Center.	>----	----	----<					
F. Develop & offer intensive summer program to prospective college students.			>----<					
G. Develop a unique Dinosaur Exhibit, bringing the College to the attention of potential students.	>----	----	----	----	----	----	----	----<
H. Establish linkages between Education Center and College services.		>----<						
I. Develop weekend/evening college to serve non-traditional learners.			>----	----<				
J. Increase personnel to service weekend/evening programs.			>----<					
K. Develop 'Learn & Shop' program, offering in shopping centers.						>----<		
L. Accelerate activities of Emeritus College, encouraging senior enrollment in credit programs.			>----	----<				
M. Design & implement outreach program to intermediate school students & their parents.							>----	----<
N. Strengthen administrative support for expanded student services programs.			>----	----<				

> Indicates beginning of activity ** Indicates Board action anticipated
< Indicates ending of activity

3. DESIGN STRATEGIES TO IMPROVE ENROLLMENT

A. One-Stop Admissions - 2-A

Develop a "ONE-STOP" admissions center for prospective students to facilitate entry into College by providing essential assistance and information at one central site with Admissions Counselors providing assistance.

Participants: Admissions Counselors (Enrollment Services)

Complete By: Ongoing; initiate in January 1988.

B. Target Populations - 12-A

Identify special needs of populations as target by the department; develop and implement projects to deliver services to these groups to support their successful entry and transition into college life.

Participants: Enrollment Services

Complete By: Ongoing; initiate in Fall 1987.

C. Adminstrative Assistant - 7-B

Establish a formal public relations office under the Provost to increase public awareness of the College.

Participant: Provost's Office

Start by 1988 - Ongoing activity

D. High School Relations - 12-A

Design and implement a school-college relations program with high schools to increase student awareness of the College's programs and services.

Participants: Enrollment Services

Complete By: December 1987

E. Vocational Exploration - 12-A

Provide opportunities for students to explore various trades and determine interests and abilities with the guidance of a counselor through hands-on experiences with work-samples at the Vocational Exploration Center.

Informed career selection leads to improved student-institutional fit and retention.

Participants: Career Development Center

F. Summer Camp - 1-D

Offer an intensive 4-week summer program to prospective college students which enhances writing and study skills, the use of computers, and completion of a selected core course.

Participants: Learning Assistance Center, Academic Departments

G. Dinosaur Exhibit - 12-A

Develop a unique Dinosaur Exhibit for viewing by science students throughout the state, bringing the College to the attention of large numbers of potential students.

Participants: Faculty Curator

Future Replicas: Community Funds/Corporate Donations

Complete by 1995

H. Center Articulation - 2-A

Establish linkages at Enrollment Services, Career Development Center and the Library for the Education Center population, directing them to CCP and other remedial/developmental programs.

Participants: Education Center, Learning Assistance Center

Complete by 1989

I. Weekend College - 2-A

Develop a weekend/evening college to expand course officerings to accommodate non-traditional learners.

Participants: Dean of Instruction, All Academic Departments

Complete by 1991, ongoing

J. Weekend College Adminstrator - 2-A

Hire a weekend administrator and support clerk to manage the weekend college.

Participants: Dean of Instruction

Complete by: 1990

K. Learn and Shop Program - 2-A

Develop the "Learn & Shop" off-campus program, a storefront college offering courses in shopping centers.

Participants: Dean of Instruction, Academic Departments

L. Emeritus College - 12-A

Accelerate the activities of the Emeritus College to encourage senior citizens to enroll in the regular credit program.

Participants: Special programs and Community Services

M. Early Outreach - 12-A

Design and implement an early outreach program for intermediate school age students and their parents to provide awareness of career and college options for potential first generation college students.

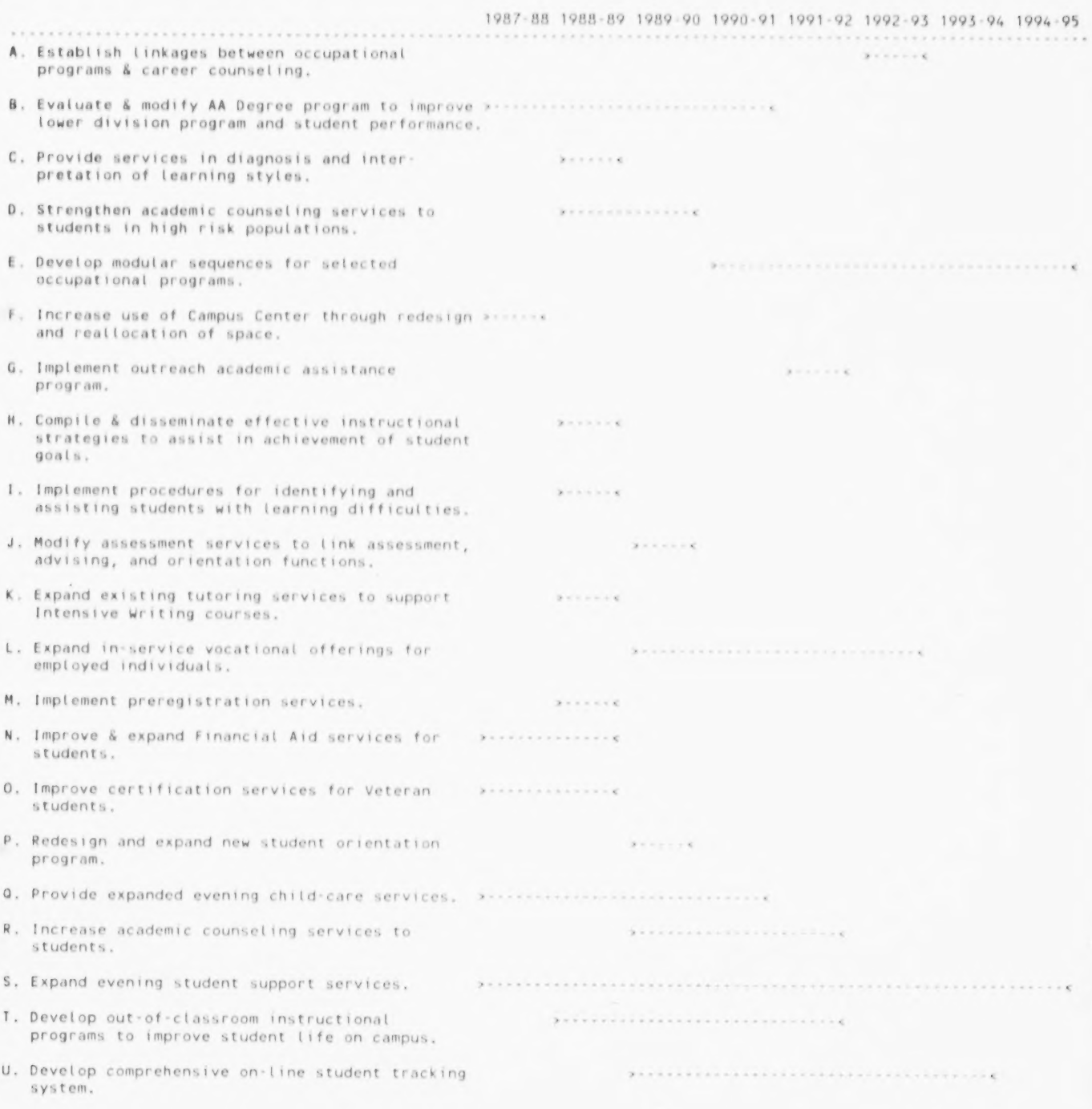
Participants: Enrollment Services

N. Student Services - 12-B

Strengthen administrative support of expanded student services departments; develop and incorporate Enrollment Management techniques.

Participants: Student Services

Priority 4: Develop Strategies to Enhance Sdudent Retention and Service New Student Populations


1987-88 1988-89 1989-90 1990-91 1991-92 1992-93 1993-94 1994-95
A. Establish linkages between occupational programs & career counseling.
B. Evaluate & modify AA Degree program to improve lower division program and student performance.
C. Provide services in diagnosis and interpretation of learning styles.
D. Strengthen academic counseling services to students in high risk populations.
E. Develop modular sequences for selected occupational programs.
F. Increase use of Campus Center through redesign and reallocation of space.
G. Implement outreach academic assistance program.
H. Compile & disseminate effective instructional strategies to assist in achievement of student goals.
I. Implement procedures for identifying and assisting students with learning difficulties.
J. Modify assessment services to link assessment, advising, and orientation functions.
K. Expand existing tutoring services to support Intensive Writing courses.
L. Expand in-service vocational offerings for employed individuals.
M. Implement preregistration services.
N. Improve & expand Financial Aid services for students.
O. Improve certification services for Veteran students.
P. Redesign and expand new student orientation program.
Q. Provide expanded evening child-care services.
R. Increase academic counseling services to students.
S. Expand evening student support services.
T. Develop out-of-classroom instructional programs to improve student life on campus.
U. Develop comprehensive on-line student tracking system.

Priority 4: (Cont'd)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
V. Expand and upgrade Student Services MIS.			>----	----	----	----	----	----<
W. Develop integrated on-line financial aid system.		>----	----	----	----	----<		
X. Develop & implement on-line Job Placement systems.		>----	----	----	----	----	----	----<
Y. Develop & implement on-line system for on-campus student employment services.			>----	----	----	----	----	----<
Z. Provide additional maintenance support and upgrade VAX computer systems.			>----	----<				

> Indicates beginning of activity ** Indicates Board action anticipated
< Indicates ending of activity

4. DEVELOP STRATEGIES TO ENHANCE STUDENT RETENTION AND SERVICE NEW STUDENT POPULATIONS

A. Career Integration - 8-D

Establish linkages between vocational-technical programs and career counseling to provide a comprehensive educational experience for students where career and life planning concepts are incorporated in the instructional curriculum of vocational/technical programs.

Participants: Career Development Center

B. AA Degree Evaluation - 4-A

Continue to evaluate and modify the Associate of Arts degree to conform with the changing core requirements of UH Manoa and follow up on COMP project to improve transfer instruction and increase student performance. Evaluate by comparison of 1991 results with 1984 results from the COMP instrument.

Participants: Academic Programs - All liberal arts departments

Complete by 1991.

C. Learning Styles - 1-D

Provide services in the diagnosis and interpretation of learning styles and the development of study skills to increase student success rates.

Participants: Academic Programs - Learning Assistance Center

D. Probation Services - 12-B

Strengthen academic counseling services to students in identified high risk populations in regards to retention.

Participants: Academic Counselors

Complete by June, 1990

E. Vocational Modular Development - 4-B

Develop modular sequences to allow students to learn specific skills for parts of courses and/or special studies at their own speed.

Participants: Academic Programs - Aviation Maintenance, Electrical Installation and Maintenance, Engineering Technology, Refrigeration and Air Conditioning

F. Campus Center Re-Design - 11-A

Maximize effective use of the Campus Center through evaluation of current usage. Redesign and reallocate if warranted for an environment more conducive to multipurpose activities and events.

Participants: Student Life & Development

G. Supplemental Instruction - 2-B

Implement an outreach academic assistance program to assist students in mastering course concepts as well as increasing their competence in reading, reasoning, and study skills.

Participants: Learning Assistance Center, Academic Departments

H. Instructional Strategies - 2-B

Update compilation of effective strategies which can be employed by HCC faculty to improve instruction and develop relationships which assist students in achieving their educational, occupational, and cultural goals.

Participants: College Retention Committee

Complete by 1989

I. Learning Difficulties - 1-D

Implement procedures for identifying and assisting students who have not profited from our educational programs.

Participants: All Academic Departments, Retention Committee, Committee on Programs and Curricula, Committee on Student Affairs

Complete by 1989

J. Assessment - 12-A

Modify the assessment process to link assessment, advising, and orientation functions; provide a database for retention research.

Participants: All Academic Departments, IAC, Student Services, Committee on Programs and Curricula

Complete by 1990

K. Tutoring Services - 1-D

Expand the present tutoring services to support the College's Writing Intensive Courses.

Participants: All Academic Departments, Learning Assistance Center

Complete by 1989

L. In-Service Training - 8-C

Expand in-service evening offerings in vocational education for employed individuals who cannot attend classes during the day.

Participants: Vocational programs such as Business, Drafting, Administration of Justice (security), and Welding

M. Pre-Registration - 12-B

Implement a preregistration system to facilitate registration process for students, increase student satisfaction with process and increased retention.

Participants: Enrollment Services

Complete By: January 1989

N. Financial Aid Services - 12-B

Improve and expand financial aid services for students by providing timely responses and introducing financial planning advice for student including debt management models and debt counseling.

Participants: Financial Aid Office (Enrollment Services)

O. Veterans Services - 12-B

Improve certification services for veteran students by providing information at a central location and insuring

timely submittal of necessary paperwork for payment.

Participants: Records Office (Enrollment Services)

P. Orientation Services - 12-B

Design and expand the new student orientation program to expeditiously facilitate student integration with the college environment and thereby improve student persistence.

Participants: Student Life and Development

Complete By: August 1990

Q. Evening Child Care - 12-B

Provide child care services for evening students to better serve the needs of an increasing adult and evening population.

Participants: Enrollment Services

R. Academic Counselors - 12-B

Add three academic counselors to the academic division's counseling. The current three counselors are serving two division each, and cannot effectively service the needs of 4,700 students. Each division will then have a counselor assigned to it.

Participants: Dean of Instruction

S. Evening Support Services - 12-B

Expand evening support services to better serve the needs of an increasing evening population.

Participants: All Student Services

Complete By: Ongoing

T. Co-Curriculum Development - 12-D

Develop out-of-classroom instructional programs which afford students the opportunity to practice decision-making skills, contribute to the improvement of student life on campus, and develop program planning skills.

Participants: Student Life and Development

Complete By: December 1992

U. Student Tracking System - 12-C

Develop a comprehensive on-line student tracking system assess student characteristics of new, continuing and exiting students and to determine which factors influence student college choice and student persistence toward educational and career goals. Collect, analyze and report data. Make recommendations.

Participants: Dean of Student Services

Complete By: August 1993-94

V. Student Services Management Information System - 10-A

Expand and upgrade the Student Services Management System to include on-line admissions, registration, student records, and graduation advising program and develop a base for institutional research.

Participants: Enrollment Services

W. On-Line Financial Aid - 10-A

Develop an on-line financial aid system that is integrated with Business Office and Student Admissions and Records Systems.

Participants: Financial Aid Office (Enrollment Services)

Complete By: December 1990

X. On-Line Job Placement - 10-A

Develop a computerized job placement system to create an organized system for job listings and timely status updates, provide students with job leads and employers with student referrals, track student referrals, compile student and employer files, and generate and analyze data.

Participants: Job Placement (Career Development Center)
Computer Specialist

Complete By: July 1992

Y. On-Line Student Employment - 10-A

Develop a computerized system for on-campus student employment which lists all available on-campus jobs for student employment, provides accurate and timely information, tracks and analyzes data, and links up with the Manoa campus.

Participants: Dean of Student Services Student, Employment, Univ. of Hawaii-Manoa Computer Specialist, Job Placement (Career Development Center)

Complete By: July 1994

Z. Computer Support - 10-A

Provide additional maintenance support and to upgrade VAX computer.

Priority 5: Create Opportunities for Faculty and Staff to Keep Pace with State-of-the-art developments

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
A. Provide extended travel opportunities for faculty.	>----------							----------<
B. Provide faculty with opportunities to review, research, test and evaluate materials relevant to their expertise.			>----------			----------<		
C. Develop faculty expertise with alternative methods of instructional delivery.			>----------				----------<	
D. Upgrade skills & provide broader perspective within which Student Services supports College goals.			>----------					----------<
E. Provide professional & clerical staff with training opportunities.			>----------					----------<

> Indicates beginning of activity ** Indicates Board action anticipated
< Indicates ending of activity

5. **CREATE OPPORTUNITIES FOR FACULTY AND STAFF TO KEEP PACE WITH STATE-OF-THE-ART DEVELOPMENTS**

A. Faculty Travel - 9-A

Provide for travel opportunities for faculty to participate in site visitations, in-service training workshops, and conference participation in their respective fields.

Participants: Academic Programs - all instructional faculty

B. Program Development - 9-A

Provost opportunities for faculty members to research, review, test, and evaluate appropriate materials and programs relevant to their fields and to keep up with changing instructional aids.

Participants: Academic Programs - Fashion Technology, Electronics, Refrigeration and Air Conditioning, and Social Science

Complete by: 1991

C. Media Training - 9-A

Develop faculty abilities to deal with alternative methods of instruction, broadening their abilities to contribute to the College's transformation.

Participants: Academic Programs - media courses open to all instructors; computer and electronics applications geared to the vocational/ technical programs.

Completed by: 1992

D. Personnel Development - 9-E

Upgrade skills and provide a broader working perspective within which Student Services supports College goals through campus visitations, training, and attendance at national conferences.

Participants: Student Services Personnel

Complete By: Ongoing

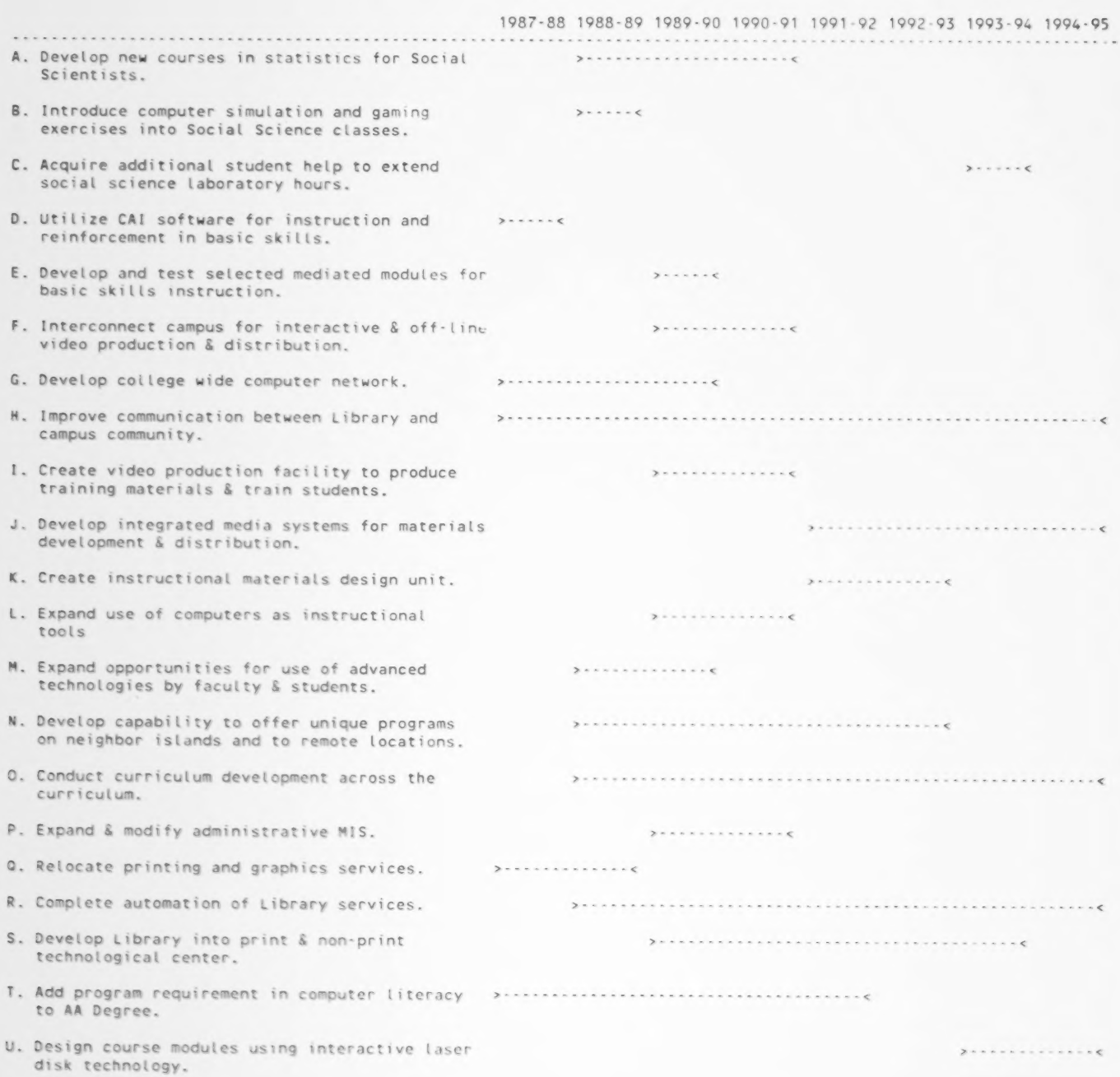
E. Staff Development - 9-E

Provide professional and clerical staff with training opportunities through local workshops, in-service training, and on-site consultation. Maintain appropriate level of services to students, faculty and the College.

Participants: All Student Services staff.

Complete By: Ongoing

Priority 6: Utilize New Electronic Technologies and Integrate Technological Advances into the Curriculum


1987-88 1988-89 1989-90 1990-91 1991-92 1992-93 1993-94 1994-95
A. Develop new courses in statistics for Social Scientists.
B. Introduce computer simulation and gaming exercises into Social Science classes.
C. Acquire additional student help to extend social science laboratory hours.
D. Utilize CAI software for instruction and reinforcement in basic skills.
E. Develop and test selected mediated modules for basic skills instruction.
F. Interconnect campus for interactive & off-line video production & distribution.
G. Develop college wide computer network.
H. Improve communication between Library and campus community.
I. Create video production facility to produce training materials & train students.
J. Develop integrated media systems for materials development & distribution.
K. Create instructional materials design unit.
L. Expand use of computers as instructional tools
M. Expand opportunities for use of advanced technologies by faculty & students.
N. Develop capability to offer unique programs on neighbor islands and to remote locations.
O. Conduct curriculum development across the curriculum.
P. Expand & modify administrative MIS.
Q. Relocate printing and graphics services.
R. Complete automation of Library services.
S. Develop Library into print & non-print technological center.
T. Add program requirement in computer literacy to AA Degree.
U. Design course modules using interactive laser disk technology.

> Indicates beginning of activity ** Indicates Board action anticipated
< Indicates ending of activity

6. UTILIZE NEW ELECTRONIC TECHNOLOGIES AND INTEGRATE TECHNOLOGICAL ADVANCES INTO THE CURRICULUM

A. Social Science Statistics - 1-A

Develop new courses in social science statistics/ methodology and improve data analysis components.

Participants: Academic Programs - Social Science

Complete by: Spring, 1991.

B. Social Science Simulation - 1-B

Introduce computer simulation and gaming exercises into sophomore-level courses in Economics, Political Science, and Sociology.

Participants: Academic Programs - Social Science

Complete by: Fall, 1989

C. Social Science Student Help - 1-B

Hire student help to extend computer lab hours to accommodate students with computerized simulation and data analysis projects.

Participants: Academic Programs - Social Science

D. CAI Basic Skills - 1-A

Utilize CAI software for instruction and reinforcement in basic skills at the Education Center.

Complete by: August, 1988

E. Basic Skills Modules - 1-A

Develop and test pilot selected basic skills modules that utilize interactive media technology.

Participants: Academic Programs - Learning Assistance Center, Instructional Resource Center

F. Electronic Distribution - 6-A

Wire the campus for interactive and off-line video production and distribution.

Participants: IRC Director, HITS Director, Oceanic Cable Co., Dean of Instruction

Complete by: 1991

G. Computer Network - 5-A

Develop a college-wide computer network which enables all users access to the same data base for institutional communications and program integration.

Participants: Academic Programs, Student Services, Fiscal Affairs, Admissions & Records, and Institutional Management, and Fujio Matsuda Technology Center.

Complete by: 1990

H. Library Services Information - 5-A

Improve understanding and communication between the Library and the campus community and to improve Library services.

Participants: Academic Programs - Library & Department Liaisons

Ongoing Activity

I. Video Production - 1-A

Create a state-of-the-art video production facility to produce in-house training materials and to train students in video production.

Participants: IRC Director, IRC Media Specialist, Dean of Instruction, Commercial Art Video Faculty.

J. Integrated Media System - 1-A

Develop an integrated media system for the production and dissemination of instructional materials within the campus and throughout the state of Hawaii.

Participants: IRC Director, IRC Printing Specialist, IRC Graphics Artist, Dean of Instruction.

K. Instruction Material Design - 1-A

Create an instructional material design unit to facilitate innovative use of media in instruction.

Participants: IRC Director, Media Specialist, Head Librarian, Division Chairs, Dean of Instruction.

Complete by: 1993

L. Interactive Instruction - 1-A

Expand the use of the computers as an instructional tool to support instruction and to enhance less labor intensive modes of instruction.

Participants: Academic Program - Learning Assistance Center

M. Matsuda Center - 9-A

Increase the educational value of college programs to students by providing faculty and students with an opportunity to observe and participate in the application of emerging and new technologies.

Participants: Director of Special Programs and Community Service, the Fujio Matsuda Technology Center, Faculty

N. Distance Learning - 3-A

Modify curriculum to provide training on the neighbor islands and outlying areas through HITS, and other alternative instructional delivery modes.

Participants: Academic Program - Fire Science Technology

O. Program Development - 6-B

Conduct curriculum development across disciplines which integrate new technologies to revitalize and enhance the curriculum.

Participants: Academic Programs - Fashion Technology, Fire Science, Language Arts, Social Science, Business, Auto Body Repair and Painting, Heavy Equipment Maintenance and Repair, Humanities, Automotive Technology, and Occupational Safety and Health

P. Administrative MIS - 10-A

Develop an administrative management information system to provide flexibility in management and instruction to properly meet the needs for both internal and external information flow.

Participants: Instructional Management - Assistant Dean of Instruction

Q. Relocate Printing - 11-A

Relocate the printing and the graphic units to provide all units of the IRC with additional work and storage space to improve efficiency and meet OSHA requirements.

Participants: Academic Services - Instructional Resource Center

Complete by: 1989

R. Automate Library - 12-D

Automate library functions to provide more efficient and complete access to the materials contained in the College library collection and the University of Hawaii System Libraries.

Participants: HCC Library staff, UHM Library staff, library software vendor, computer vendor-consultants

S. Electronic Library - 8-D

While continuing to support the liberal arts programs, develop the library into a print and non-print technological center that will support the College's objective to become a first class technical campus.

Participants: Library staff, faculty, advisory committees

T. Computer Literacy - 1-A

Change the core curriculum to require all AA degree candidates to provide evidence of competency or complete a course computer literacy.

Participants: Humanities (Learning Skills), Social Science (Social Statistics), Computer Science

U. CD-ROM - 1-A

Design course modules utilizing interactive active laser disc computer technology to create simulated learning environments without the use of equiment-intensive course formats.

Participants: Computer Science, Humanities, Social Science, Physics, Engineering, Math, Chemistry, Architectural Drafting, Commercial Art, Automotive

IX. PHYSICAL FACILITIES

IX. PHYSICAL FACILITIES

A. The specifications for Honolulu Community College Complex Development Plan was completed in 1980. The objectives of the plan were as follows: (a) to create a physical development plan for the College in consonance with the operating budget and its Educational Development Plan; (b) to develop a plan to maximize utilization of existing and projected facilities; and (c) to provide an incremental and conditional plan to serve as basis for future capital improvement budgets.

B. For the biennia between 1987 and 1993, the College has developed a Capital Improvement Program (CIP) which considers the 1980 Complex Development Report as base and which further includes additional activities which have subsequently emerged as felt needs. The schedule of CIP activities for the EDP planning years are displayed in Table 1.
Major CIP projects during an EDP planning years reflect the priority areas in the EDP:

Community Science and Technology Facility:

Honolulu Community College presently lacks a coordinated, interdependent, technological infrastructure for integrating the emerging technologies of microprocessor usage, optical electronics, electronic computer control, motor control

systems, and robotics with the affected programs and support disciplines. To keep pace with this increasing interdependence, the College has recently reorganized its division structure. Electronics, Electricity, Engineering Technology, Architectural Drafting, Sheet Metal and Plastics, Air Conditioning and Refrigeration, Physics, Chemistry, Mathematics, and Information and Computer Science are all now part of the same division.

Although each of these areas has made undeniable progress in maintaining a state-of-the-art educational stance, for the most part these elements are fragmented due to traditional funding practices and the formerly independent nature of these programs. The College believes that the cohesion of the technological infrastructure described above requires a central facility to meet the demands of industry and students through multiple purpose laboratories, shared equipment, centralized security and temperature control, coordinated planning and purchasing, efficient repair and maintenance of equipment, and flexible teaching arrangements.

Such a center would be a relatively expensive State investment. The alternative is to renovate existing buildings of the programs involved, an option carefully examined by the College. Such an option was deemed unacceptable, because :

(1) Renovation of existing facilities would be highly inefficient, not addressing the larger issues of fragmentation and duplication of effort.

(2) Renovation of existing facilities would have a significantly adverse effect on instruction.

(3) Renovation of existing facilities would not be cost effective in terms of the necessary support requirements.

(4) Renovation of existing facilities would seriously delay the State's ability to provide a much needed educational opportunity for Hawaii's residents.

By providing a single structure with multipurpose laboratories, lecture classrooms for instruction, centralized storage, supply, and support centers, instructor offices, conference rooms, a large lecture (300 seats) hall for the College and community, and a display/exhibit entrance area, will enable the College to provide the coordinated, comprehensive educational thrust needed to develop its potential as a premier technical education center.

Aviation Maintenance Facility:

The Aviation Maintenance Program (AVMAT), presently housed in a facility built at the end of World War II, was designed for the technologies of that era. The facility is in disrepair and in need of major renovation. The entire AVMAT program is being reorganized, with new faculty being assigned. Existing equipment is antiquated (a consultant commented that some of it may be of interest to collectors), with a major expenditure necessary to modernize the entire program.

The College also must consider that the AVMAT facility is located in an area needed for expansion of the commercial facilities at Honolulu International Airport, with commercial carriers interested in renovating and utilizing the hangar for their own use. A long-range plan for the program which needs to be developed, may be moved to a new facility at another location.

Human Services Facility:

The Human Services Program at the College is currently housed in inadequate facilities. The diversity of the program, offering degrees in Child Development with an Early Childhood Education, and Community Service option, creates the need for special laboratory settings and equipment, but the present facilities are general classrooms shared with other disciplines. The faculty is crowded into one large office with partitions. The Program operates the campus preschool, which it utilizes as a teaching laboratory, but the preschool is housed in a portable classroom building which is woefully inadequate in size and design. The Program needs a new facility dedicated to its special requirements, with expanded labs and a greatly expanded preschool to provide a service for the College's single parent entry program.

Renovation of Machine Shop Facility:

The Machine Shop Technology program is currently housed in inadequate facilities. The present facility is extremely overcrowded and congested, creating inadequate ventilation and dust control, inadequate and unsafe "clear work station space," and insufficient storage space for training aids and materials storage.

Renovation and improvements to existing facilities have been selected as more economical than constructing new facilities alternatives to meet the space needs. The renovation project provides for improvements and to shop buildings 812 and 813 to correct overcrowded conditions and to modernize the facility, thus providing students with "state-of-the art" technology such as computerized machinery processes.

Renovations of Building 820 & 824 for Community Services:

Community Services currently does not have a dedicated facility for offering community based offerings and activities. At present, the college's community service offerings must compete with other college programs for space. Activities must be scheduled during less desirable time and often cannot be offered due to lack of space. The college needs a dedicated community service facility to provide rooms for conferences, lectures, demonstrations, and large group meetings.

The proposed renovations of building 820 and 824 will provide meeting rooms for classes and conferences which will not interfere with the regular college credit programs. Multi-purpose rooms will be created for Cardiopulmonary Resusicitation and First Aid Training, audio visual presentations and community lecture series. The proposed facility will also be designed to take advantage of the college's interactive telecommunication capabilities.

Operations and Maintenance Facility:

Currently the college's operations and maintenance department is located in temporary facilities in Building 818. The college's master plan calls for the renovation of Building 818 for the pre-vocational training program, but the college's long range development plan calls for demolition of Building 818. The operations and maintenance department must have a permanent facility to adequately maintain and support the college's existing facilities.

Renovations and Soundproofing of Building 805 for Career Development Center:

The Career Development Center (CDC) currently shares the first floor of the Adminsitration and Student Services building with the Business Office, Admissions and Records,

Admissions Counseling, Financial Aid, and Computing Services. Each of the six CDC counselors requires an individual office to protect students' confidentiality. In addition, the CDC needs adequate work space for its support staff, reception areas, files, and storage. The department also offers a variety of services and programs which require space such as a career library, Career Kokua (on-line occupational information), job placement, Discover (on-line career guidance), and assessment. Further, the Vocational Exploration Center (VEC), another CDC prorgram area, has a substantial amount of equipment for student use and must have adequate work and instructional space to maintain its effectiveness.

In actuality the SDC has reached maximum utilization of current space allocation. As programs, staff, equipment, and file storage demands increase, the requirement for more space becomes critical. The department is presently functioning in relatively cramped quarters and has no possibility of expanding in its existing location unless some of the other units are relocated to another facility. It would also be desirable for all of the CDC programs to be located in close proximity to each other (ideally in the same building) to facilitate referral of students and interface among the staff. At this time, the VEC is housed in a separate facility away from the CDC because of a lack of space in the present CDC

location. This arrangement is not cost effective since the VEC must shut down whenever and the VEC Counselor needs to be out of the center and no student help is available. Consolidation of the CDC services in a single facility would enable reasonable office coverage with fewer clerical personnel.

Another Student Services department, Student Life and Development (SLD) which includes the Campus Center, would also benefit from relocation to a site that is more visible and accessible to students. In its present location on the second floor of an instructional facility, Building 2, few students are aware of its existence and the result is an underutilization of its facilities and programs. Furthermore, there is not adequate space to house the three student boards (Senate, Campus Activities, Publications) in that area, which further detracts from potential student presence and use of the Center. With the creation of a Student Computer Center, the need for an accessible site after business hours becomes necessary. Unfortunately, Building 2 must be closed for security reasons after 4:30 p.m., which severely limits the ability of students to utilize the Computer Center in the evenings.

The renovation will also include air conditioning and soundproofing of the facility. The renovation of Building 805 and the subsequent relocation of the CDC, SLD, the Campus

Center and Health Services into a single, centrally located building will consolidate and maximize student use of Student Services.

Renovation of Building 818 for Pre-Vocational Preparation:

Building 818 will be renovated to provide facilities to prepare the non-traditional students (primarily women) who are interested in entering vocational programs. These non-traditional students require specialized training such as tool recognition, eye/hand coordination, and strength development.

The Federal compliance target, affecting employers, requires that women should become 6.9 per cent of their workforce by March 31, 1981, and greater percentages in subsequent years.

This means that Honolulu Community College needs to train approximately 200-300 women a year in its vocational programs. In addition, the apprentice enrollment each semester should include approximately 175-200 women.

Currently the college is using a single classroom to provide limited pre-vocational training. The renovation of building 818 will provide adequate facilities for the preparation of the non-traditional students who are interested in selecting vocational education programs.

Sheetmetal Extension for Plastics:

Currently the college's plastics laboratory is located in Building 816, but the college's long-range development plan calls for the demolition of Building 816. The plastics laboratory must have a permanent facility to continue its course offerings.

Additional site improvement projects are also needed to complete the Campus Development Plan.

Special Repair and Maintenance Projects:

Honolulu Community College in cooperation with the Chancellor's Office has developed a systematic program to provide scheduled maintenance to the college facilities, equipment, and grounds.

The schedule for special repairs and maintenance projects for Honolulu Community College for the EDP planning years are displayed in Table 2.

It is hoped that the planned maintenance program will result in an excellent learning environment will be maintained.

Table 1

Honolulu Community College
Capital Improvement Program

Project No.		Priorities Coll.	Priorities Chanc.	Priorities Sys.	Estimated Cost D	Estimated Cost C	Estimated Cost E	Estimated Cost Total	Prior Apprn.	Total Six-Yr. Cost	87-88	88-89	1st Biennium 89-90	1st Biennium 90-91	2nd Biennium 91-92	2nd Biennium 92-93	3rd Biennium 93-94	3rd Biennium 94-95
A-27	Modernization of Bldg. 805	1	8		69	493	--	562	--	562*	--	--	--	562	--	--	--	--
A-25	New Human Res. Lab	2	11		53	725	57	835	--	835	--	53	782	--	--	--	--	--
A-77	Site Impr., Ph. II	3	19		25	212	--	237	--	237	--	--	237	--	--	--	--	--
A-26	New Science/ Tech. Facility	4	20		569	11,347	2,170	14,086	--	14,086	--	--	--	14,086	--	--	--	--
A-50	Spec. Programs Community Svcs.	5	30		106	916	60	1,082	--	1,082	--	--	--	1,082	--	--	--	--
A-60	Renov. for Stud. Services Complex	6	32		112	963	63	1,138	--	1,138	--	--	--	1,138	--	--	--	--
A-24	Renov. for Mach. Shop Tech. Fac.	7	33		91	758	100	949	--	949	--	--	--	949	--	--	--	--
A-81	New Operations & Maint. Facility	8	34		64	806	52	922	--	922	--	--	--	922	--	--	--	--
A-21	Renov. for Prevocational Training Fac.	9	37		56	399	26	481	--	481	--	--	--	481	--	--	--	--
A-18	New Multi-Purpose Auditorium	10	47		154	2,522	358	3,034	--	3,034	--	--	--	3,034	--	--	--	--
A-78	Site Improve, Ph. III	11	49		41	427	--	468	--	468	--	--	--	--	468	--	--	--
	Sheetmetal Extension - Plastics	--	--		--	--	--	--	--	--	--	--	--	--		500		
										24,294		53	1,019	22,254	468	500		

Table 2

Honolulu Community College
Special Repair and Maintenance Projects

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	TOTAL
HONOLULU							
1. Roofs	1,505,900	568,300	--	--	403,000	--	2,477,200
2. Painting	182,200	71,900	--	--	332,500	--	586,600
3. Flr. Cover	126,800		382,300	22,600	--	--	531,600
4. Light Fixture	--	--	--	--	--	--	--
5. AC Chiller	--	--	--	--	--	--	--
6. Cooling Tower	--	--	--	--	--	--	--
7. Package A/C	--	--	--	--	--	43,000	43,000
8. Boilers	--	--	--	--	--	--	--
9. Elevators	226,000	--	--	--	--	--	226,000
10. Grounds	136,500	--	--	--	--	--	136,500
11. Roads	--	--	--	154,000	--	--	154,000
12. Renovations	76,700	--	--	--	--	--	76,700
TOTAL	2,294,100	640,200	382,300	176,600	735,500	43,000	4,271,700

TABLES

Honolulu Community College
Enrollment Projections (OIRA)
1985-1993

	ACTUAL 1986-87	PROJECTED 1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
TOTAL	4270	4262	4284	4289	4262	4227	4207	4184	4164
Pre-Professional	1283	1296	1312	1318	1311	1301	1295	1288	1282
Liberal Arts	1242	1255	1270	1276	1269	1259	1254	1247	1241
Industrial Education	41	41	42	42	42	42	41	41	41
Occupational	2826	2816	2825	2825	2806	2783	2769	2753	2740
Business	132	131	132	132	131	130	129	129	128
Clerical	65	65	65	65	65	64	64	64	63
Stenography	59	59	59	59	59	58	58	58	57
Secretarial Science	8	8	8	8	8	8	8	8	8
Food Service									
Baking	44	44	44	44	44	43	43	43	43
Public Service	560	558	560	560	556	552	549	545	542
Administration of Justice	157	156	157	157	156	155	154	153	152
Fire Science	93	93	93	93	92	92	91	91	90
Human Services	282	281	282	282	280	278	276	274	273
Interpreting for the Deaf	3	3	3	3	3	3	3	3	3
Occupational Safety	25	25	25	25	25	25	25	24	24
Technology	2090	2083	2089	2089	2075	2058	2048	2034	2026
Applied Trades	1	1	1	1	1	1	1	1	1
Architectural Drafting	162	161	162	162	161	160	159	158	157
Auto Body Repair & Painting	66	66	66	66	66	65	65	64	64
Auto Mechanics	240	239	240	240	238	236	235	234	233
Aviation Maintenance	115	115	115	115	114	113	113	112	111
Carpentry	63	63	63	63	63	62	62	61	61
Commercial Art	226	225	226	226	224	223	221	220	219
Cosmetology	134	134	134	134	133	132	131	131	130
Electrical Installation	143	143	143	143	142	141	140	139	139
Electronics	388	387	388	388	385	382	380	378	376
Engineering	81	81	81	81	80	80	79	79	79
Fashion	133	133	133	133	132	131	130	130	129
Heavy Equipment	47	47	47	47	47	46	46	46	46
Machine Shop	56	56	56	56	56	55	55	55	54
Marine Pipefitting	3	3	3	3	3	3	3	3	3
Refrigeration & Air Cond.	144	144	144	144	143	142	141	140	140
Sheet Metal	20	20	20	20	20	20	20	19	19
Welding	68	68	68	68	68	67	67	66	66
Unclassified	161	150	147	146	145	143	143	143	142

Honolulu Community College
Student Semester Hour Projections (OIRA)
1985-1993

	ACTUAL 1986-87	PROJECTED 1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
TOTAL	41,813	41,785	42,016	42,069	41,804	41,464	41,264	41,034	40,838
Pre-Professional	12,225	12,349	12,501	12,558	12,692	12,397	12,339	12,273	12,214
Occupational	28,865	28,763	28,855	28,855	28,661	28,426	28,283	28,119	27,985
Unclassified	723	674	660	656	651	642	642	642	639

Honolulu Community College
Student Semester Hour Projections (HCC)
1985-1993

	ACTUAL 1986-87	PROJECTED 1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95
TOTAL	4270	4514	4700	4846	4896	4945	4949	4971	4971
Pre-Professional	1283	1444	1465	1459	1492	1492	1491	1491	1491
Liberal Arts	1242	1410	1423	1435	1450	1450	1450	1450	1450
Industrial Education	41	34	42	24	42	42	41	41	41
Occupational	2826	2819	2935	3087	3104	3103	3108	3105	3105
Business	132	155	155	165	165	165	165	165	165
Clerical	65	73	75	80	80	80	80	80	80
Stenography	59	10	25	25	25	25	25	25	25
Secretarial Science	8	72	55	60	60	60	60	60	60
Food Service									
Baking	44	50	50	50	50	50	50	50	50
Public Service	560	577	595	605	610	610	610	610	610
Administration of Justice	157	150	160	160	160	160	160	160	160
Fire Science	93	104	105	105	100	100	100	100	100
Human Services	282	297	300	300	300	300	300	300	300
Interpreting for the Deaf	3	0	0	0	0	0	0	0	0
Occupational Safety	25	26	30	40	50	50	50	50	50
Technology	2098	2037	2135	2267	2279	2278	2283	2280	2280
Applied Trades	1	2	50	100	100	100	100	100	100
Architectural Drafting	162	159	165	165	165	165	165	165	165
Auto Body Repair & Painting	66	64	66	78	78	78	78	78	78
Auto Mechanics	260	258	258	260	260	260	260	260	260
Aviation Maintenance	115	50	75	120	125	125	130	130	130
Carpentry	63	61	63	65	65	65	65	65	65
Commercial Art	226	230	230	230	230	230	230	230	230
Cosmetology	134	153	155	155	155	155	155	155	155
Electrical Installation	143	157	157	161	161	160	160	157	157
Electronics	388	353	365	370	370	370	370	370	370
Engineering	81	78	75	75	75	75	75	75	75
Fashion	133	142	145	150	150	150	150	150	150
Heavy Equipment	47	52	56	58	60	60	60	60	60
Machine Shop	56	43	45	50	50	50	50	50	50
Marine Pipefitting	3	6	0	0	0	0	0	0	0
Refrigeration & Air Cond.	144	130	130	130	135	135	135	135	135
Sheet Metal	20	24	25	25	25	25	25	25	25
Welding	68	75	75	75	75	75	75	75	75
Unclassified	161	251	300	300	300	350	350	375	375

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION BARING		2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A	RBB PERSONAL SERV	55924	55924	55924	0	55924	0	55924	0	55924	0	55924	0	55924	0	55924
A-L	LECTURERS	2461	2461	2461	0	2461	0	2461	0	2461	0	2461	0	2461	0	2461
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-S	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	A/T PERSONAL SERV	58385	58385	58385	0	58385	0	58385	0	58385	0	58385	0	58385	0	58385
B	OTHER CURRENT EXPENSES	825	825	825	0	825	0	825	0	825	0	825	0	825	0	825
E	EQUIPMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	59210	59210	59210	0	59210	0	59210	0	59210	0	59210	0	59210	0	59210

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HONOLULU COMMUNITY COLLEGE
EMP BUDGET WORKSHEET
GENERAL FUNDS

	1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION SHEET METAL															
	2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A REG PERSONAL SERV	27648	27648	27648	0	27648	0	27648	0	27648	0	27648	0	27648	0	27648
A-L LECTURERS	4421	5363	5363	0	5363	0	5363	0	5363	0	5363	0	5363	0	5363
A-O OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1 STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S/T PERSONAL SERV	32069	33011	33011	0	33011	0	33011	0	33011	0	33011	0	33011	0	33011
B OTHER CURRENT EXPENSES	7252	7216	7622	0	7622	0	7622	0	7622	0	7622	0	7622	0	7622
C EQUIPMENT	2200	2502	2238	0	2238	0	2238	0	2238	0	2238	0	2238	0	2238
TOTAL	41521	42729	42871	0	42871	0	42871	0	42871	0	42871	0	42871	0	42871

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	1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION WELDING															
	4.00	4.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00
A REG PERSONAL SERV	131798	131798	131798	0	131798	0	131798	0	131798	0	131798	0	131798	0	131798
A-L LECTURERS	2559	3114	3114	0	3114	0	3114	0	3114	21000	24114	0	24114	0	24114
A-O OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1 STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S/T PERSONAL SERV	134357	134912	134912	0	134912	0	134912	0	134912	21000	155912	0	155912	0	155912
B OTHER CURRENT EXPENSES	29009	32318	34127	0	34127	0	34127	0	34127	0	34127	0	34127	0	34127
C EQUIPMENT	3565	35726	31962	0	31962	0	31962	0	31962	0	31962	0	31962	0	31962
TOTAL	166931	202946	201001	0	201001	0	201001	0	201001	21000	222001	0	222001	0	222001

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	MACHINE SHOP	2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A	800 PERSONAL SERV	64014	64014	64014	0	64014	0	64014	0	64014	0	64014	0	64014	0	64014
A-L	LECTURERS	7677	3114	3114	0	3114	0	3114	0	3114	0	3114	0	3114	0	3114
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	71691	67128	67128	0	67128	0	67128	0	67128	0	67128	0	67128	0	67128
B	OTHER CURRENT EXPENSES	21756	18092	19955	0	19955	0	19955	0	19955	0	19955	0	19955	0	19955
C	EQUIPMENT	55445	31352	28052	0	28052	0	28052	0	28052	0	28052	0	28052	0	28052
	TOTAL	148892	117372	115135	0	115135	0	115135	0	115135	0	115135	0	115135	0	115135

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		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	REFRIGERATION	2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A	800 PERSONAL SERV	43019	43019	43019	0	43019	0	43019	0	43019	0	43019	0	43019	0	43019
A-L	LECTURERS	1279	1564	1564	0	1564	0	1564	0	1564	0	1564	0	1564	0	1564
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	44298	44583	44583	0	44583	0	44583	0	44583	0	44583	0	44583	0	44583
B	OTHER CURRENT EXPENSES	9065	7810	8249	0	8249	0	8249	0	8249	0	8249	0	8249	0	8249
C	EQUIPMENT	20418	23213	20770	0	20770	0	20770	0	20770	0	20770	0	20770	40000	60770
	TOTAL	73781	75606	73602	0	73602	0	73602	0	73602	0	73602	0	73602	40000	113602

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION ELECTRONICS		4.00	5.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00
A	REG PERSONAL SERV	136457	136457	136457	0	136457	0	136457	0	136457	0	136457	0	136457	0	136457
A-L	LECTURERS	7678	9311	9311	10000	19311	0	19311	0	19311	0	19311	0	19311	0	19311
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	144135	145768	145768	10000	155768	0	155768	0	155768	0	155768	0	155768	0	155768
B	OTHER CURRENT EXPENSES	3426	6833	7218	0	7218	0	7218	0	7218	0	7218	0	7218	0	7218
C	EQUIPMENT	55567	63179	56829	0	56829	0	56829	7500	64029	0	56829	0	56829	0	56829
	TOTAL	203328	215780	209515	10000	219515	0	219515	7500	227015	0	219515	0	219515	0	219515

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION ENGR TECH		1.00	1.00	1.00	0.00	1.00	0.00	1.00	0.00	1.00	0.00	1.00	0.00	1.00	0.00	1.00
A	REG PERSONAL SERV	34732	34732	34732	0	34732	0	34732	0	34732	0	34732	0	34732	0	34732
A-L	LECTURERS	7678	9311	9311	0	9311	0	9311	0	9311	0	9311	0	9311	0	9311
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	42410	44043	44043	0	44043	0	44043	0	44043	0	44043	0	44043	0	44043
B	OTHER CURRENT EXPENSES	1813	1952	2062	0	2062	0	2062	0	2062	0	2062	0	2062	0	2062
C	EQUIPMENT	3259	3705	3315	0	3315	0	3315	40000	43315	0	3315	0	3315	0	3315
	TOTAL	47482	49700	49420	0	49420	0	49420	40000	89420	0	49420	0	49420	0	49420

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	ARCH DRAFTING															
		3.00	3.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00
A	REG PERSONAL SERV	68438	68438	68438	0	68438	0	68438	0	68438	0	68438	0	68438	0	68438
A-L	LECTURERS	17916	21706	21706	21000	42706	0	42706	0	42706	0	42706	0	42706	0	42706
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	86354	90144	90144	21000	111144	0	111144	0	111144	0	111144	0	111144	0	111144
B	OTHER CURRENT EXPENSES	3988	5225	5519	0	5519	0	5519	0	5519	0	5519	0	5519	0	5519
C	EQUIPMENT	4428	5835	4505	0	4505	0	4505	0	4505	0	4505	0	4505	0	4505
	TOTAL	94770	100404	100168	21000	121168	0	121168	0	121168	0	121168	0	121168	0	121168

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	ELECTRICITY															
		2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A	REG PERSONAL SERV	47483	47483	47483	0	47483	0	47483	0	47483	0	47483	0	47483	0	47483
A-L	LECTURERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	47483	47483	47483	0	47483	0	47483	0	47483	0	47483	0	47483	0	47483
B	OTHER CURRENT EXPENSES	7252	7408	7824	0	7824	0	7824	0	7824	0	7824	0	7824	0	7824
C	EQUIPMENT	23928	27204	24340	0	24340	0	24340	0	24340	40000	64340	0	24340	0	24340
	TOTAL	78663	82095	79647	0	79647	0	79647	0	79647	40000	119647	0	79647	0	79647

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	COSMETOLOGY	3.00	3.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00
A	REG PERSONAL SERV	93042	93042	93042	0	93042	0	93042	0	93042	0	93042	0	93042	0	93042
A-L	LECTURERS	3639	4663	4663	0	4663	0	4663	0	4663	0	4663	0	4663	0	4663
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	96681	97705	97705	0	97705	0	97705	0	97705	0	97705	0	97705	0	97705
B	OTHER CURRENT EXPENSES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C	EQUIPMENT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL	96681	97705	97705	0	97705	0	97705	0	97705	0	97705	0	97705	0	97705

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		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	HEAVY EQUIP	2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A	REG PERSONAL SERV	44242	44242	44242	0	44242	0	44242	0	44242	0	44242	0	44242	0	44242
A-L	LECTURERS	5119	6212	6212	0	6212	0	6212	0	6212	0	6212	0	6212	0	6212
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	49361	50454	50454	0	50454	0	50454	0	50454	0	50454	0	50454	0	50454
B	OTHER CURRENT EXPENSES	14504	13284	14031	0	14031	0	14031	0	14031	0	14031	0	14031	0	14031
C	EQUIPMENT	23816	27077	24227	0	24227	0	24227	0	24227	0	24227	0	24227	0	24227
	TOTAL	87681	90815	88712	0	88712	0	88712	0	88712	0	88712	0	88712	0	88712

HONOLULU COMMUNITY COLLEGE
FDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION CARPENTRY		2.00	2.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00	0.00	2.00
A	REG PERSONAL SERV	65543	65543	65543	0	65543	0	65543	0	65543	0	65543	0	65543	0	65543
A-L	LECTURERS	3839	4663	4663	0	4663	0	4663	0	4663	0	4663	0	4663	0	4663
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	69382	70206	70206	0	70206	0	70206	0	70206	0	70206	0	70206	0	70206
B	OTHER CURRENT EXPENSES	10878	17744	18742	0	18742	0	18742	0	18742	0	18742	0	18742	0	18742
C	EQUIPMENT	7214	8202	7339	0	7339	7500	14839	0	7339	0	7339	0	7339	0	7339
	TOTAL	87474	96152	96287	0	96287	7500	103787	0	96287	0	96287	0	96287	0	96287

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION COMMERCIAL ART		3.00	3.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00	0.00	3.00
A	REG PERSONAL SERV	76748	76748	76748	0	76748	0	76748	0	76748	0	76748	0	76748	0	76748
A-L	LECTURERS	16637	20157	20157	0	20157	0	20157	0	20157	0	20157	0	20157	0	20157
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	93377	96897	96897	0	96897	0	96897	0	96897	0	96897	0	96897	0	96897
B	OTHER CURRENT EXPENSES	19943	22491	23756	0	23756	0	23756	0	23756	0	23756	0	23756	0	23756
C	EQUIPMENT	45154	51375	45931	0	45931	0	45931	0	45931	0	45931	0	45931	0	45931
	TOTAL	158474	170723	166584	0	166584	0	166584	0	166584	0	166584	0	166584	0	166584

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	AUTO BODY	5.00	5.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00
A	REG PERSONAL SERV	111285	111285	111285	0	111285	0	111285	0	111285	0	111285	0	111285	0	111285
A-L	LECTURERS	2559	3114	3114	0	3114	0	3114	0	3114	0	3114	0	3114	0	3114
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	113844	114399	114399	0	114399	0	114399	0	114399	0	114399	0	114399	0	114399
B	OTHER CURRENT EXPENSES	14504	15121	15972	0	15972	0	15972	0	15972	0	15972	0	15972	0	15972
C	EQUIPMENT	863	982	878	0	878	0	878	0	878	0	878	0	878	0	878
	TOTAL	129211	130502	131249	0	131249	0	131249	0	131249	0	131249	0	131249	0	131249

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION	AUTOMOTIVE	6.00	6.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	6.00
A	REG PERSONAL SERV	199990	199990	199990	0	199990	0	199990	0	199990	0	199990	0	199990	0	199990
A-L	LECTURERS	3839	4663	4663	0	4663	0	4663	0	4663	0	4663	0	4663	0	4663
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	203829	204653	204653	0	204653	0	204653	0	204653	0	204653	0	204653	0	204653
B	OTHER CURRENT EXPENSES	21737	24386	25757	0	25757	0	25757	0	25757	0	25757	0	25757	0	25757
C	EQUIPMENT	8496	9659	8642	7500	16142	0	8642	0	8642	0	8642	0	8642	0	8642
	TOTAL	234062	238698	239052	7500	246552	0	239052	0	239052	0	239052	0	239052	0	239052

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HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

INSTRUCTION AVMAT		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
A	REG PERSONAL SERV	2.00	2.00	2.00	2.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00
		69396	69396	69396	69408	138804	0	138804	0	138804	0	138804	0	138804	0	138804
A-L	LECTURERS	9463	11695	11695	0	11695	0	11695	0	11695	0	11695	0	11695	0	11695
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	B/T PERSONAL SERV	79061	81091	81091	69408	150499	0	150499	0	150499	0	150499	0	150499	0	150499
B	OTHER CURRENT EXPENSES	7252	5915	6247	15000	21247	0	21247	0	21247	0	21247	0	21247	0	21247
C	EQUIPMENT	9888	11242	10059	270254	280313	210000	220059	0	10059	0	10059	40000	50059	0	10059
	TOTAL	96201	98248	97397	354662	452059	210000	391805	0	181805	0	181805	40000	221805	0	181805

INSTRUCTION FASHION		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
A	REG PERSONAL SERV	4.00	4.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.00
		107947	107947	107947	0	107947	0	107947	0	107947	0	107947	0	107947	0	107947
A-L	LECTURERS	33276	40329	40329	24000	64329	0	64329	0	64329	0	64329	0	64329	0	64329
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	B/T PERSONAL SERV	141221	148276	148276	24000	172276	0	172276	0	172276	0	172276	0	172276	0	172276
B	OTHER CURRENT EXPENSES	8729	4823	5096	0	5096	0	5096	0	5096	0	5096	0	5096	0	5096
C	EQUIPMENT	14317	16278	14544	0	14544	0	14544	0	14544	0	14544	0	14544	0	14544
	TOTAL	184267	169377	167936	24000	191936	0	191936	0	191936	0	191936	0	191936	0	191936

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION MAT SCIENCE		22.00	23.00	23.00	1.00	24.00	3.00	27.00	0.00	27.00	0.00	27.00	0.00	27.00	0.00	27.00
A	REG PERSONAL SERV	567269	567269	567269	25900	593169	78900	672069	0	672069	0	672069	0	672069	0	672069
A-L	LECTURERS	102115	102115	102115	0	102115	0	102115	8000	110115	8000	118115	0	118115	0	118115
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-S	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	B/T PERSONAL SERV	669384	669384	669384	25900	695284	78900	774184	8000	782184	8000	790184	0	790184	0	790184
B	OTHER CURRENT EXPENSES	26392	26392	26392	0	26392	0	26392	0	26392	0	26392	0	26392	0	26392
C	EQUIPMENT	30653	30653	30653	0	30653	0	30653	0	30653	0	30653	0	30653	0	30653
	TOTAL	726429	726429	726429	25900	752329	78900	831229	8000	839229	8000	847229	0	847229	0	847229

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION SOCIAL SCIENCE																
		10.00	10.00	10.00	0.00	10.00	0.00	10.00	0.00	10.00	0.00	10.00	0.00	10.00	0.00	10.00
A	REG PERSONAL SERV	224370	224370	224370	0	224370	0	224370	0	224370	0	224370	0	224370	0	224370
A-L	LECTURERS	83966	83966	83966	0	83966	5596	89562	0	89562	0	89562	0	89562	0	89562
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	3500	3500	0	3500
	B/T PERSONAL SERV	308336	308336	308336	0	308336	5596	313932	0	313932	0	313932	3500	317432	0	317432
B	OTHER CURRENT EXPENSES	2958	2958	2958	0	2958	500	3458	0	3458	0	3458	0	3458	0	3458
C	EQUIPMENT	1679	1679	1679	0	1679	800	2479	0	1679	0	1679	0	1679	0	1679
	TOTAL	312973	312973	312973	0	312973	6096	319869	0	319069	0	319069	3500	322569	0	322569

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION HUMANITIES																
		26.00	27.00	27.00	2.00	29.00	1.00	30.00	0.00	30.00	0.00	30.00	0.00	30.00	0.00	30.00
A	REG PERSONAL SERV	725477	725477	725477	49900	775377	25900	801277	0	801277	0	801277	0	801277	0	801277
A-L	LECTURERS	252366	252366	252366	16000	268366	25000	293366	0	293366	0	293366	0	293366	0	293366
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1	STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	S/T PERSONAL SERV	977843	977843	977843	65900	1043743	50900	1094643	0	1094643	0	1094643	0	1094643	0	1094643
B	OTHER CURRENT EXPENSES	12721	12721	12721	750	13471	1600	15071	0	15071	0	15071	0	15071	0	15071
C	EQUIPMENT	8175	8175	8175	80000	96175	4500	12675	0	8175	0	8175	0	8175	0	8175
	TOTAL	998739	998739	998739	154650	1153389	57000	1122389	0	1117889	0	1117889	0	1117889	0	1117889

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

	1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION VOC ED WORD RPOC															
A REG PERSONAL SERV	3.00 62325	3.00 62325	3.00 62325	0.00 0	3.00 62325	0.00 0	3.00 62325	0.00 0	3.00 62325	0.00 0	3.00 62325	0.00 0	3.00 62325	0.00 0	3.00 62325
A-L LECTURERS	4200	4200	4200	16000	20200	16000	36200	16000	52200	25000	77200	0	77200	0	77200
A-O OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-1 STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S/T PERSONAL SERV	66525	66525	66525	16000	82525	16000	98525	16000	114525	25000	139525	0	139525	0	139525
B OTHER CURRENT EXPENSES	3018	3018	3018	0	3018	0	3018	0	3018	0	3018	0	3018	0	3018
C EQUIPMENT	5995	5995	5995	125000	130995	125000	130995	125000	130995	125000	130995	125000	130995	125000	130995
TOTAL	75538	75538	75538	141000	216538	141000	232538	141000	248538	150000	273538	125000	273538	125000	273538

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GENERAL FUNDS

HONOLULU COMMUNITY COLLEGE EDP BUDGET WORKSHEET		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTRUCTION GEN ED WORD PROC																
		7.00	7.00	7.00	2.00	9.00	1.00	10.00	3.00	13.00	2.00	15.00	0.00	15.00	0.00	15.00
A	REG PERSONAL SERV	167505	167505	167505	52000	219505	25000	244505	103000	347505	48000	395505	0	395505	0	395505
A-L	LECTURERS	17207	17207	17207	67963	85170	42000	127170	0	127170	50000	177170	0	177170	88000	265170
A-O	OTHERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-S	STUDENT HELP	40056	53956	53956	0	53956	0	53956	0	53956	0	53956	0	53956	0	53956
	B/T PERSONAL SERV	224768	238668	238668	119963	358631	67000	425631	103000	528631	98000	626631	0	626631	88000	714631
B	OTHER CURRENT EXPENSES	1239	44459	44459	2000	46459	0	46459	0	46459	7000	53459	0	53459	9136	62595
C	EQUIPMENT	279	279	279	13248	13527	0	279	130000	130279	0	279	150000	150279	24300	24579
	TOTAL	226286	283406	283406	134211	417617	67000	472369	233000	705369	105000	680369	150000	830369	121436	801805

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

	1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
PUBLIC SERVICE	7.00	8.00	8.00	1.00	9.00	0.00	9.00	0.00	9.00	0.00	9.00	0.00	9.00	0.00	9.00
A REG PERSONAL SERV	259428	254929	254929	39600	294529	0	294529	0	294529	0	294529	0	294529	0	294529
A-L LECTURERS	269862	322766	322766	37952	360718	0	360718	0	360718	0	360718	0	360718	0	360718
A-O OTHERS	0	0	0	30000	30000	0	30000	0	30000	0	30000	0	30000	0	30000
A-1 STUDENT HELP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S/T PERSONAL SERV	529290	577695	577695	107552	685247	0	685247	0	685247	0	685247	0	685247	0	685247
B OTHER CURRENT EXPENSES	108273	112604	117221	1000	118221	0	118221	0	118221	0	118221	0	118221	0	118221
C EQUIPMENT	0	0	0	17500	17500	12000	12000	0	0	0	0	0	0	0	0
TOTAL	637563	690299	694916	126352	821268	12000	815448	0	803448	0	803448	0	803448	0	803448

HONOLULU COMMUNITY COLLEGE
EXP BUDGET WORKSHEET
GENERAL FUNDS

	1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
ACADEMIC SUPPORT															
A REG PERSONAL SERV	29.00 728691	29.00 711262	29.00 717582	10.00 179508	39.00 897082	2.00 60350	41.00 957432	3.00 78000	44.00 1035432	0.00 0	44.00 1035432	2.00 53000	46.00 1088432	0.00 0	46.00 1088432
A-L LECTURERS	10462	2203	2203	16191	18394	0	18394	0	18394	0	18394	0	18394	0	18394
A-O OTHERS	0	0	0	0	0	0	0	4500	4500	0	4500	0	4500	0	4500
A-1 STUDENT HELP	15306	15306	15306	16430	31736	10780	42516	4000	46516	4000	50516	0	50516	0	50516
S/T PERSONAL SERV	754459	728771	735091	212121	947212	71130	1018342	86500	1104842	4000	1108842	53000	1161842	0	1161842
B OTHER CURRENT EXPENSES	108036	97798	101808	7571	109379	6500	115879	2000	117879	2000	119879	2000	121879	2000	123879
C EQUIPMENT	69395	53398	55374	299499	354829	68160	130534	91334	146898	68400	123774	78788	134196	51815	186389
TOTAL	931990	879967	892273	519147	1411420	142790	1254753	180026	1369619	74400	1352495	133782	1417877	53815	1392110

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
INSTITUTIONAL SUPPORT		39.00	42.00	42.00	2.50	44.50	0.00	44.50	1.00	45.50	3.00	48.50	1.00	49.50	0.00	49.50
A	REG PERSONAL SERV	697187	742287	742287	39890	782177	0	782177	20496	802673	55764	858437	23736	882173	0	882173
A-L	LECTURERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A-O	OTHERS	3033	3033	3033	0	3033	0	3033	0	3033	0	3033	0	3033	0	3033
A-1	STUDENT HELP	10838	10838	10838	0	10838	0	10838	0	10838	0	10838	0	10838	0	10838
	R/T PERSONAL SERV	711058	756158	756158	39890	796048	0	796048	20496	816544	55764	872308	23736	896044	0	896044
B	OTHER CURRENT EXPENSES	793595	769699	797833	109000	906833	30000	936833	30000	966833	20000	986833	18000	1004833	0	1004833
C	EQUIPMENT	17268	11793	12136	34000	46136	0	12136	10000	22136	0	12136	40000	52136	0	12136
	TOTAL	1521895	1537560	1566127	182890	1749017	30000	1745017	60496	1805513	75764	1871277	81736	1953013	0	1913013

HONOLULU COMMUNITY COLLEGE
EDP BUDGET WORKSHEET
GENERAL FUNDS

		1986-87	1987-88	1988-89	PCR 1989-90	TOTAL 1989-90	PCR 1990-91	TOTAL 1990-91	PCR 1991-92	TOTAL 1991-92	PCR 1992-93	TOTAL 1992-93	PCR 1993-94	TOTAL 1993-94	PCR 1994-95	TOTAL 1994-95
STUDENT SERVICE																
A	REG PERSONAL SERV	22.00 530272	26.00 574873	26.00 574873	5.00 168844	31.00 743717	3.80 79204	34.80 822921	4.00 82556	38.80 905477	3.00 60656	41.80 966133	2.00 43156	43.80 1009289	0.00 0	43.80 1009289
A-L	LECTURERS	2955	2955	2955	0	2955	0	2955	0	2955	0	2955	0	2955	0	2955
A-O	OTHERS	2750	2750	2750	0	2750	4000	6750	0	6750	0	6750	0	6750	0	6750
A-1	STUDENT HELP	48138	48138	48138	0	48138	0	48138	0	48138	0	48138	0	48138	0	48138
	S/T PERSONAL SERV	584115	628716	628716	168844	797560	83204	880764	82556	963320	60656	1023976	43156	1067132	0	1067132
B	OTHER CURRENT EXPENSES	48964	50923	53011	14000	67011	12000	79011	2600	81611	0	81611	0	81611	0	81611
C	EQUIPMENT	0	0	0	1400	1400	0	0	0	0	0	0	0	0	0	0
	TOTAL	633079	679639	681727	184244	865971	95204	959775	85156	1044931	60656	1105587	43156	1148743	0	1148743

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